



# LUNCH LOG

<b>NAME OF LEA OR ORGANIZATION</b>	<b>JENNINGS COUNTY SCHOOL CORPORATION</b>
<b>ADDRESS</b>	<b>34 W. MAIN STREET, NORTH VERNON</b>
<b>COUNTY</b>	<b>JENNINGS</b>
<b>NAME OF CONTACT PERSON</b>	<b>TODD EBINGER</b>
<b>TITLE</b>	<b>DIRECTOR OF ELEMENTARY PROGRAMS</b>
<b>PHONE NUMBER</b>	<b>812-346-4483</b>
<b>EMAIL</b>	<b>TEBINGER@JCSC.ORG</b>
<b>NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>TERESA BROWN, SUPERINTENDENT</b>
<b>EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>TERESABROWN@JCSC.ORG</b>

<b>NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)</b>	<b>FREE AND REDUCED LUNCH RATE</b>	<b>SCHOOL GRADE OR RATING</b>	<b>NUMBER OF YOUTH TO BE SERVED</b>	<b>GRADE LEVEL TO BE SERVED</b>
<b>SAND CREEK ELEMENTARY SCHOOL (4015)</b>	<b>79.1%</b>	<b>C</b>	<b>30</b>	<b>K-6<sup>TH</sup></b>
<b>SCIPIO ELEMENTARY SCHOOL (4015)</b>	<b>61.1%</b>	<b>B</b>	<b>30</b>	<b>K-6<sup>TH</sup></b>
<b>GRAHAM CREEK ELEMENTARY SCHOOL (4015)</b>	<b>55.7%</b>	<b>B</b>	<b>30</b>	<b>K-6<sup>TH</sup></b>
<b>HAYDEN ELEMENTARY SCHOOL (4015)</b>	<b>54.2%</b>	<b>B</b>	<b>30</b>	<b>K-6<sup>TH</sup></b>
<b>BRUSH CREEK ELEMENTARY SCHOOL (4015)</b>	<b>68.1%</b>	<b>B</b>	<b>30</b>	<b>K-6<sup>TH</sup></b>
<b>NORTH VERNON ELEMENTARY SCHOOL (4015)</b>	<b>62.9%</b>	<b>B</b>	<b>50</b>	<b>K-6<sup>TH</sup></b>



# 2020-2021

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
SAND CREEK ELEMENTARY SCHOOL	1450 W. CR 500 N.	NORTH VERNON/JENNINGS CO.
SCIPIO ELEMENTARY SCHOOL	6320 N. STATE HWY 7	SCIPIO/JENNINGS CO.
GRAHAM CREEK ELEMENTARY SCHOOL	7910 S. CR. 90 W.	COMMISKEY/JENNINGS CO.
HAYDEN ELEMENTARY SCHOOL	55 S. CR 685 W.	HAYDEN/JENNINGS CO.
BRUSH CREEK ELEMENTARY SCHOOL	4275 E. US HWY 50	NORTH VERNON/JENNINGS CO.
NORTH VERNON ELEMENTARY SCHOOL	810 W. WALNUT	NORTH VERNON/JENNINGS CO.

<b>TOTAL GRADE LEVEL(S) TO BE SERVED</b>	<b>7 ( GRADES K-6)</b>
<b>PRIORITY AREA</b> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) <b>*APPLICANTS SHOULD PICK ONE PRIORITY AREA</b>	<b>SOCIAL EMOTIONAL LEARNING</b>
<b>OPERATING HOURS</b> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) <b>*APPLICANTS SHOULD LIST ALL APPLICABLE OPERATING HOURS</b>	<b>BEFORE-SCHOOL (M-F) 6:30AM-8AM</b> <b>AFTER-SCHOOL (M-F) 3PM-5:30PM</b> <b>SPRING BREAK (M-F) 6:30AM-5:30PM</b> <b>WINTER BREAK (M-F) 6:30AM-5:30PM</b> <b>3 WEEKS</b> <b>SUMMER BREAK (M-F) 6:30AM-5:30PM</b> <b>9 WEEKS</b>



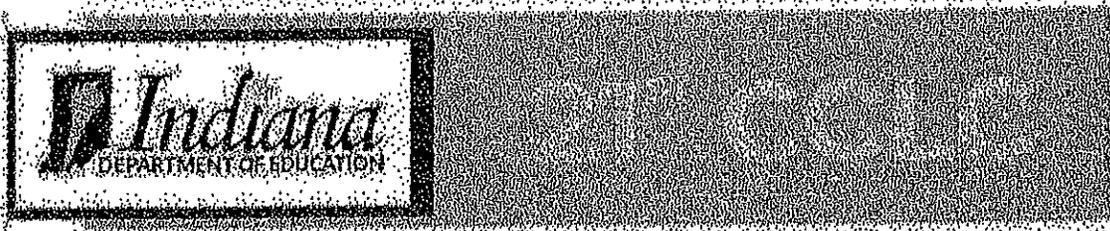
No

PROGRAM INCOME  
DOE FUND PROGRAM  
OR IN STATE FUND PROGRAM  
FOR MORE INFO SEE PAGE 22 OF RFP

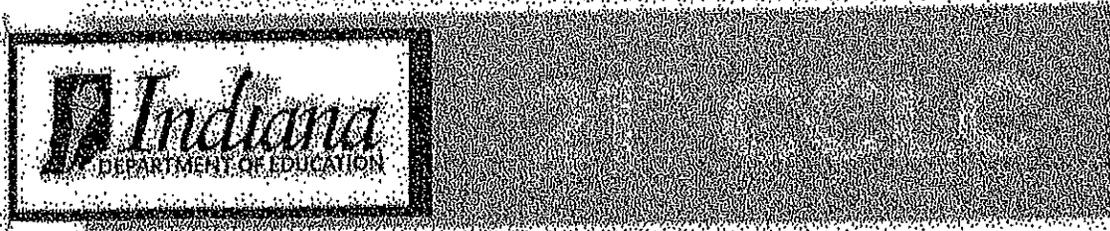
### ASSURANCES (2.5 POINTS)

The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- o It has the necessary legal authority to apply for and receive the proposed subgrant;
- o The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- o The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- o The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- o The subgrant program will take place in a safe and easily accessible facility;
- o The subgrant program will be carried out as proposed in the application;
- o The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- o The subgrant program will utilize an evidence based curriculum that includes professional development;
- o The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- o The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability or Does Not Meet



- o or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- o The funds under the subgrant program will be used to Increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- o The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- o The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) and Uniform Grants Guidance
- o The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- o The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- o The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- o The community was given notice of the applicant's intent to submit; and
- o After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- o The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- o The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately



notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;

- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See [http://www2.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)
- o The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- o All partners will review and comply with the above assurances.

Tennings County School Corporation  
Applicant Name (LEA or Organization)

[Signature]  
Authorized Signature

8/7/2020  
Date

## **Jennings County School Corporation and Boys & Girls Club of Jennings County**

**The Jennings County School Corporation**, hereinafter referred to as **JCSC**, and the **Boys & Girls Club of Jennings County**, hereinafter referred to as **BGCJC**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by Jennings County School Corporation from the Indiana Department of Education.

Jennings County School Corporation and Boys & Girls Club of Jennings County desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. JCSC and BGCJC will implement effective strength-focused strategies for positive youth development and academic enrichment for underperforming students as part of the Out-of-School Time Program at Sand Creek Elementary, Scipio Elementary, Brush Creek Elementary, Graham Creek Elementary, Hayden Elementary, and North Vernon Elementary Schools.

### **PURPOSE**

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

### **DESCRIPTION OF PROGRAM SERVICES**

Jennings County School Corporation (JCSC) agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program. JCSC will reimburse BGCJC for expenses approved in the 21<sup>st</sup> CCLC budget.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space, and the library media center/computer lab at Sand Creek Elementary, Scipio Elementary, Brush Creek Elementary, Graham Creek Elementary, Hayden Elementary, and North Vernon Elementary Schools. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies.
3. Work collaboratively with BGCJC to identify high-priority student participants and to support students and student outcomes through the 21<sup>st</sup> Century program.
4. Develop common confidentiality guidelines to share student information between JCSC and BGCJC to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
5. Provide the needed student assessment results and evaluation results from state testing and in-district evaluation requirements.

6. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program. This includes providing BGCJC with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.
7. JCSC will provide a JCSC technology department employee to co-facilitate an e-learning workshop.

District data sharing responsibilities:

1. Communicate and collaborate with families to obtain parent/guardian consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
2. Provide access to academic achievement data, behavior and attendance data for the purposes of program evaluation, including individual student data (First Name; Middle Name; Last Name; Date of Birth; Gender; Student Identification Number).
3. Collect aggregate student data (grade, race, sex, free/reduced lunch, special education and English language learner) required for federal reporting.
4. Collect student assessment data at the end of each school year.
5. Collect report card grades, school day attendance, and discipline reports at the end of each semester.
6. Input required data in federal and state reports.

Boys & Girls Club of Jennings County (BGCJC) will:

1. Lead partners in collaboration with JCSC recruitment of community partners. Maintain coordination of other agencies and service providers with JCSC.
2. Hire, train and manage Program Director to oversee Site Coordinators and to support their collaborative work with school administrators and BGCJC partner agencies.
3. Hire, train, and manage Youth Development Professionals at each site for a minimum of 2.5 hours a day x 180 days to provide academic enrichment, healthy lifestyles, and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
4. Hire, train, and manage one Site Coordinator at each Out-of-School Time Program site: Sand Creek Elementary, Scipio Elementary, Brush Creek Elementary, Graham Creek Elementary, Hayden Elementary, and North Vernon Elementary Schools for 8 hours per day, five days per week, for a minimum of 180 days. The Program Director will be responsible for coordinating all hiring, training, and on-going professional development, as well as providing leadership for all Youth Development Professionals hired by BGCJC and employed in the Out-of-School Time Program.
5. Develop, manage and deliver services in collaboration with JSCS as an Out-Of-School time program for a minimum of 2.5 hours Monday-Friday during the school year at Sand Creek Elementary, Scipio Elementary, Brush Creek Elementary, Graham Creek Elementary, Hayden Elementary, and North Vernon Elementary Schools.

6. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by Jennings County School Corporation and project funders and evaluators (local, state, federal).
7. BGCJC Executive Director to serve on the Advisory Group (School Improvement/Schoolwide Planning Committee).
8. Subcontractor transportation partners will be managed by BGCJC.

Club data sharing responsibilities:

1. Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
2. Collect teacher, parent, and student survey data at the start and end of each program year.
3. Collect program pre-post tests and parent event surveys as administered.
4. Track individual student community learning center enrollment and attendance.

## TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through July 1, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

## TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

## AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

## HOLD HARMLESS/INDEMNIFICATION

Jennings County School Corporation agrees to indemnify, defend and hold harmless Boys & Girls Club of Jennings County, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Jennings County School Corporation. It is understood that such indemnity shall survive the termination of this Agreement.

Boys & Girls Club of Jennings County agrees to indemnify, defend and hold harmless Jennings County School Corporation, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Boys & Girls Club of Jennings County. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, Boys & Girls Club of Jennings County shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of FIVE MILLION DOLLARS (\$5,000,000). Jennings County School Corporation, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with Jennings County School Corporation before commencement by Boys & Girls Club of Jennings County of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to Jennings County School Corporation. A certificate of insurance showing compliance with these requirements shall be filed with Jennings County School Corporation-Chief Financial Officer.

#### INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

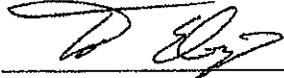
#### FINGERPRINTING

Boys & Girls Club of Jennings County shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to Jennings County School Corporation that no employee of the contractor working with youth and parents of JCSC has been convicted of a violent or serious felony as defined by statute. Boys & Girls Club of Jennings County shall not permit any employee to have any such contact with a student of Jennings County School Corporation until such certification has been received by JCSC. Boys & Girls Club of Jennings County shall supply Jennings County School Corporation with a list of names of those employees who are cleared to work with youth and parents of the district. Jennings County School Corporation will also conduct criminal background checks on BGCJC employees working to support its Out-of-School Time Programs.

#### WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

APPROVALS

  
\_\_\_\_\_

Jennings County School Corporation Authorized Signature

8/7/2020  
\_\_\_\_\_

Date

  
\_\_\_\_\_

Boys & Girls Club of Jennings County Authorized Signature

8/7/2020  
\_\_\_\_\_

Date

## MEMORANDUM OF UNDERSTANDING

Boys & Girls Club of Jennings County and Christopher & Associates, Inc

The Boys & Girls Club of Jennings County hereinafter referred to as BGCJC, and Christopher & Associates, Inc., hereinafter referred to as Christopher & Assoc., enter into this Memorandum of Understanding (MOU) for the express purpose of offering a service to a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by BGCJC from the Indiana Department of Education.

### PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

### DESCRIPTION OF SERVICES

Christopher & Associates, Inc. (Christopher & Assoc.) agrees to the following:

1. Christopher & Assoc. will provide six hours/week of Therapeutic Intervention for Children as well as staff coaching at Sand Creek Elementary, Scipio Elementary, Brush Creek Elementary, Graham Creek Elementary, Hayden Elementary, and North Vernon Elementary Schools.
2. Christopher & Assoc. will provide six yearly events up to four hours per event, focusing on Parent/Child Relationship Building.
3. Christopher & Assoc. will prepare and plan for six hours/month for trainings.
4. Christopher & Assoc. will provide timely reports to BGCJC Program Director regarding training observations, program observations, and offer plans for adjustments.
5. A representative from Christopher & Assoc. will be a member of the 21<sup>st</sup> CCLC Advisory Council and attend quarterly scheduled meetings.

Boys & Girls Club of Jennings County (BGCJC) will:

1. BGCJC will be fiscally responsible for services rendered as approved in 21<sup>st</sup> CCLC budget.
2. BGCJC will provide space and supplies requested for programs administered at Sand Creek Elementary, Scipio Elementary, Brush Creek Elementary, Graham Creek Elementary, Hayden Elementary, and North Vernon Elementary Schools.
3. BGCJC will provide program feedback gathered from staff and parent surveys.

Commitment Provided: Contract: \$2012/month for 10 Months. Should be billed monthly to BGCJC for reimbursement of fees incurred.

## TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through July 1, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

## TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

## AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

## HOLD HARMLESS/INDEMNIFICATION

Boys & Girls Club of Jennings County agrees to indemnify, defend and hold harmless Christopher & Associates, Inc., its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Boys & Girls Club of Jennings County. It is understood that such indemnity shall survive the termination of this Agreement.

Christopher & Associates, Inc. agrees to indemnify, defend and hold harmless Boys & Girls Club of Jennings County, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Christopher & Associates, Inc.. It is understood that such indemnity shall survive the termination of this Agreement.

## INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

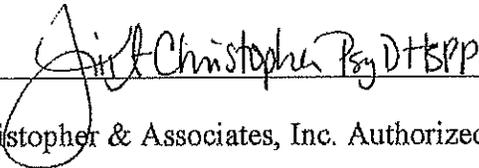
## FINGERPRINTING

Christopher & Associates, Inc. shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to Boys & Girls Club of Jennings County that no employee of the contractor working with youth and parents of BGCJC has been convicted of a violent or serious felony as defined by statute. Christopher & Assoc. shall not permit any employee to have any such contact with a student of BGCJC until such certification has been received by BGCJC.

WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

APPROVALS

  
\_\_\_\_\_  
Christopher & Associates, Inc. Authorized Signature

7/27/2020  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Boys & Girls Club of Jennings County Authorized Signature

7/27/2020  
\_\_\_\_\_  
Date

## MEMORANDUM OF UNDERSTANDING

### Boys & Girls Club of Jennings County and Southern Indiana Hispanic Services

The Boys & Girls Club of Jennings County hereinafter referred to as BGCJC, and Southern Indiana Hispanic Services, hereinafter referred to as SIHS, enter into this Memorandum of Understanding (MOU) for the express purpose of offering a service to a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by BGCJC from the Indiana Department of Education.

### PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

### DESCRIPTION OF SERVICES

Southern Indiana Hispanic Services (SIHS) agrees to the following:

1. SIHS will attend and translate for 90 minutes during an elearning workshop in Jennings County.
2. SIHS will attend beginning of school year registration events at North Vernon Elementary and Sand Creek Elementary schools.
3. SIHS will attend and translate for 60 minutes during a College Prep/Financial Aid workshop hosted in Jennings County.
4. SIHS will provide timely document translation services up to 10 hours.
5. A representative from SIHS will be a member of the 21<sup>st</sup> CCLC Advisory Council and attend quarterly scheduled meetings.

Boys & Girls Club of Jennings County (BGCJC) will:

1. BGCJC will be fiscally responsible for services rendered as approved in 21<sup>st</sup> CCLC budget.
2. BGCJC will provide request to SIHS with at least 1 week notice for document translation and 2 weeks notice of in-person translation services.

Commitment Provided: Contract: \$300/month for 10 months.

### TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through July 1, 2025. This MOU may be reviewed by both parties annually.

Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

#### TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

#### AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

#### HOLD HARMLESS/INDEMNIFICATION

Boys & Girls Club of Jennings County agrees to indemnify, defend and hold harmless Southern Indiana Hispanic Services its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Boys & Girls Club of Jennings County. It is understood that such indemnity shall survive the termination of this Agreement.

Southern Indiana Hispanic Services agrees to indemnify, defend and hold harmless Boys & Girls Club of Jennings County, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Southern Indiana Hispanic Services. It is understood that such indemnity shall survive the termination of this Agreement.

#### INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

#### FINGERPRINTING

Southern Indiana Hispanic Services shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to Boys & Girls Club of Jennings County that no employee of the contractor working with youth and parents of BGJC has been convicted of a

violent or serious felony as defined by statute. SIHS shall not permit any employee to have any such contact with a student of BGCJC until such certification has been received by BGCJC.

WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

APPROVALS

*Raymundo Acosta, President* 7/23/20  
Southern Indiana Hispanic Services Authorized Signature Date

*[Signature]* 7/23/2020  
Boys & Girls Club of Jennings County Authorized Signature Date

## MEMORANDUM OF UNDERSTANDING

Boys & Girls Club of Jennings County and Jackson County Learning Center

The Boys & Girls Club of Jennings County hereinafter referred to as BGCJC, and Jackson County Learning Center hereinafter referred to as JCLC, enter into this Memorandum of Understanding (MOU) for the express purpose of offering a service to a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by BGCJC from the Indiana Department of Education.

### PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

### DESCRIPTION OF SERVICES

JCLC agrees to the following:

1. JCLC agrees to prepare and facilitate a workshop dedicated to increasing the knowledge of the college application process and financial aid process in 21<sup>st</sup> CCLC families.

Boys & Girls Club of Jennings County (BGCJC) will:

1. BGCJC will be fiscally responsible for services rendered as approved in 21<sup>st</sup> CCLC budget.
2. BGCJC will provide the facility for the workshop.

Commitment Provided: Contract: \$500 for planning and facilitation of workshop

### TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through July 1, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

### TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

#### AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

#### HOLD HARMLESS/INDEMNIFICATION

Boys & Girls Club of Jennings County agrees to indemnify, defend and hold harmless Jackson County Learning Center its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Boys & Girls Club of Jennings County. It is understood that such indemnity shall survive the termination of this Agreement.

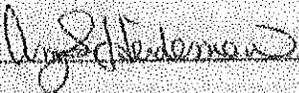
Jackson County Learning Center agrees to indemnify, defend and hold harmless Boys & Girls Club of Jennings County, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Jackson County Learning Center. It is understood that such indemnity shall survive the termination of this Agreement.

#### INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

WRITTEN NOTICE Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

#### APPROVALS

  
\_\_\_\_\_  
Jackson County Learning Center Authorized Signature

8/5/2020  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Boys & Girls Club of Jennings County Authorized Signature

8/5/2020  
\_\_\_\_\_  
Date

## **Boys & Girls Club of Jennings County and Praxis Strategies & Solutions**

### **Memorandum of Understanding**

This memorandum of understanding is entered into between Boys & Girls Club of Jennings County (BGCJC) and Praxis Strategies & Solutions (Praxis).

It is the intent of both parties represented in this memorandum to define the collaboration between the above stated entities and to work in support of the implementation of the 21st Century Community Learning Center to be located in Jennings County, Indiana, subject to funding by the Indiana Department of Education.

### **DESCRIPTION OF PROGRAM SERVICES**

**Boys & Girls Club of Jennings County (BGCJC)** agrees to the following:

1. Offer a range of high quality educational, developmental, and recreational programming aligned with Indiana Academic Standards and the Indiana Afterschool Standards
2. Orient programming to produce positive academic, social, and behavioral outcomes
3. Collect relevant academic outcome data from schools and provide these data to the evaluator in a timely manner
4. Disseminate evaluation results to relevant stakeholders
5. Employ evaluation findings in decision-making as stated in the evaluation plan

**Praxis Strategies & Solutions (PRAXIS)** agrees to the following:

1. Assist BGCJC in creating and measuring the project outcomes.
2. Design and administer data collection tools such as surveys and focus group or interview guides to be used with school and project personnel or participants.
3. Collection qualitative data through site visits and key informant interviews of adults and children as needed during the project.
4. Supervise the data collection process, maintain records of all collected data and conduct statistical analyses for both formative and summative evaluation reports.
5. Prepare formative and summative evaluation reports as stated in the evaluation plan.
6. Provide technical assistance to BGCJC, as well as programming, data entry support, training, data management, and planning assistance.

### **TERMS**

The term of this Memorandum of Understanding shall commence no earlier than **July 1st, 2021** and continue through **July 31st, 2025**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

### **TERMINATION CLAUSE**

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

### **AMENDMENTS**

Amendments to this MOU may be made with the mutual written agreement of both parties.

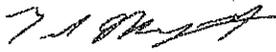
**WRITTEN NOTICE**

Written notices regarding this MOU required to be provided herein shall be sent, via email to each of the following signers below:

This memorandum of understanding becomes effective when funding is granted through the Indiana Department of Education and when the properly authorized signatures of agency representatives are affixed.

**Boys & Girls Club of Jennings  
County**

**Praxis Strategies and Solutions**

	<i>EXECUTIVE DIR.</i>		President
<b>Signature</b>	<b>Title</b>	<b>Signature</b>	<b>Title</b>
Ryon Wheeler	7/28/2020	Brad McLeish	28 July 2020
<b>Printed Name</b>	<b>Date</b>	<b>Printed Name</b>	<b>Date</b>



BOYS & GIRLS CLUB  
OF JENNINGS COUNTY

# OUR KIDS OUR COMMUNITY

Officers

- Gary Green  
*President*
- Jessica Olsen  
*Vice President*
- Dr. Eric Fish  
*Secretary*
- Andrew Brock  
*Treasurer*

Directors

- Julia Aker
- John Beatty
- Dr. Stephanie Burgess
- Andrea Hall
- Brandon Harpe
- Brad Henry
- Fred Hines
- Drew Hillian
- Jeff Lorenzo
- Mathew Lorenzo
- Brad Lucas
- Bruce Wynn

Boys & Girls Club of Jennings County met electronically with St. Mary School on July 27, 2020 in consultation for participation in 21<sup>st</sup> CCLC initiative in Jennings County. We hereby testify as indicated by the below signatures that appropriate consultation as described in Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Lisa Vogel, Principal

Non-Public School Representative

Signature

Emeritus Members

- Gerald Armstrong
- Tom Bollinger
- John Britton
- David Correll
- Kevin Gabbard
- David Gejs
- Tom Goecker
- Frank Guthrie
- Dr. David Laftinen
- Bill Nolting
- Jim Potts
- Jim Plump
- Marvin Veatch
- John Wlethoff
- David Windley

Ryon Wheeler, Executive Director  
Applicant Representative

Signature

Honorary Member

- Dr. Kenneth Bobb

Executive Director

- Ryon F. Wheeler

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## Status

### Delivery Attempt: Action Needed

August 3, 2020 at 9:43 am  
Notice Left (No Authorized Recipient Available)  
NORTH VERNON, RI 02865

We attempted to deliver your item at 9:43 am on August 3, 2020 in NORTH VERNON, RI 02865 and a notice was left because an authorized recipient was not available. You may arrange redelivery by using the Schedule a Redelivery feature on this page or may pick up the item at the Post Office indicated on the notice beginning August 4, 2020. If this item is unclaimed by August 16, 2020 then it will be returned to sender.

Hello, my name is Ryon Wheeler, I am the Executive Director of the Boys & Girls Club of Jennings County. We are in the process of applying for Cohort 10 of the 21<sup>st</sup> Century Community Learning Center grant. This grant focuses on providing out of school time support to typically low-income students. The focus of the program may include mentoring, service learning, physical fitness and wellness, career and technical programs, internships or apprenticeship programs, drug and violence prevention programs, counseling services, art, music, financial literacy, environmental literacy, and others. Services provided will be secular, neutral, and non-ideological.

By law we are required to address the following with your school:

- How children's needs will be identified;
- What services will be provided;
- How, where, and by whom services will be offered;
- How services will be assessed and how results of the assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible non-public school children, families, and teachers and the amount of funds available for those services;
- How and when the grantee will make decisions about the delivery of services, including a thorough consideration and analysis of views of non-public school officials on the provision of contract services through potential third-party providers.

We look forward to the opportunity to meet with you and discuss this program. Upon meeting we will need to sign a form like the one above. Do you have a time that would be best to connect with you and/or your leadership team? We can do this via phone, zoom, or in person if you wish.

If you do not want to participate, please sign this form and send back.

Thanks,

Ryon Wheeler



**BOYS & GIRLS CLUB**  
OF JENNINGS COUNTY

# OUR KIDS OUR COMMUNITY

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*President*

Jessica Olsen

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Bruce Wynn

Boys & Girls Club of Jennings County met electronically with Apostolic Christian Academy on June 27, 2020 in consultation for participation in 21<sup>st</sup> CCLC initiative in Jennings County. We hereby testify as indicated by the below signatures that appropriate consultation as described in Subpart 1 of Part E of Title VIII of the ESEA has occurred.

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

\_\_\_\_\_  
Non-Public School Representative

\_\_\_\_\_  
Signature

Emeritus Members

Gerald Armstrong

Tom Bollinger

John Britton

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Jim Potts

Jim Plump

Marvin Veatch

John Wiethoff

David Windley

\_\_\_\_\_  
Ryon Wheeler, Executive Director  
Applicant Representative

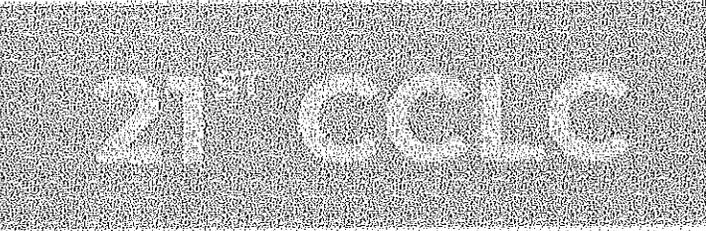
\_\_\_\_\_  
Signature

Honorary Member

Dr. Kenneth Bobb

Executive Director

Ryon F. Wheeler



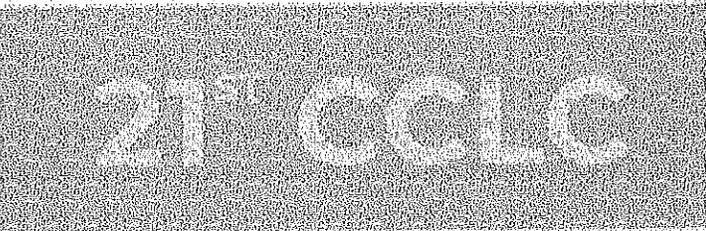
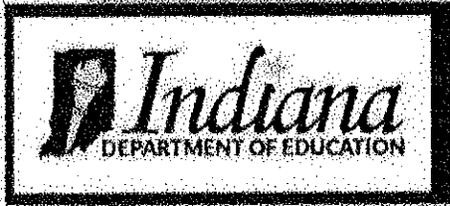
## **PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)**

Jennings County School Corporation (JCSC), in partnership, with Boys & Girls Club of Jennings County (BGCJC) apply for the Cohort 10- 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC). The submitted grant illustrates the dedication to youth in Jennings County, IN. The 21<sup>st</sup> CCLC will serve 200 youth in total from all six JCSC elementary schools, serving K-6 grade students. The rural and low-income landscape of Jennings County, in conjunction with lack of current out-of-school program and below state passing rates on standardized testing in reading and math, make for an ideal environment to make an impact on youth in Jennings County.

The 21<sup>st</sup> CCLC program focuses on 1). Improving Academic Achievement 2). Improve Student Behavior 3). Increase Family Involvement. To address these focus areas, the 21<sup>st</sup> CCLC will implement programs, activities, and services to improve reading and math achievements with tutoring and academic based programs, improve in-class student behavior with social/emotional programs, provide opportunities for families to gain knowledge of school day academics, 21<sup>st</sup> CCLC activities, e-learning, as well as create opportunities for familial bonding and enrichment through 21<sup>st</sup> CCLC events. Programs include Positive Action, Project Learn, SMART Girls, Passport to Manhood, Triple Play, Small P.A.R.T.S., Youth Development (Arts, Character/Leadership Development, Healthy Lifestyles).

Using the aforementioned programs and attentively focusing on Social Emotional Learning, goals for the 21<sup>st</sup> CCLC are to prepare an environment and offer support where regular participants will maintain a letter grade B or better, or increase their math and ELA grade by 4% from fall to spring. Regular participants will maintain a STAR math and reading assessment Grade Equivalent (GE) score at or above their grade level, or improve their GE score by at least one full point by the end of the school year. Participants who complete the Positive Action program as well the programs mentioned above will demonstrate making healthier choices and positive character development as demonstrated in pre and post-tests results. The 21<sup>st</sup> CCLC partnership between JCSC and BGCJS will allow dedicated resources to increase family involvement by providing intentional opportunities for parents to learn about topics they expressed interest in on the parent survey.

The 21<sup>st</sup> CCLC will serve K-6<sup>th</sup> grade students in their elementary school, Monday-Friday, end of school day to 5:30pm. Most crucially, the program will be available to participants during school breaks such as Spring Break, Winter Break, and a full Summer program. The successful outcomes anticipated from this program will be, in part, as a result of key partnerships including JCSC, BGCJC, Christopher & Associates, Inc. Southern Indiana Hispanic Services, Jackson County Learning Center, students, parents, educators, , 21<sup>st</sup> CCLC Program Director, Site Supervisor, and Youth Development Professionals, all play a vital role in the success of advancing youth and families in Jennings County.



**PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)**

Jennings County School Corporation (JCSC) qualifies using the minimum of 40% free and reduced lunch rate for a 21<sup>st</sup> CCLC.

JCSC is 58.8% free and reduced lunch.

All Jennings County Elementary Schools' free and reduced lunch rates:

- Sand Creek 79.1%
- Scipio 61.1%
- Brush Creek 68.1%
- Graham Creek 55.7%
- Hayden 54.2%
- North Vernon 62.9%

**Origin of Partnership**

In 2019, Jennings County Youth Foundation contacted Boys & Girls Club of Seymour's Executive Director, Ryon Wheeler, a neighboring county with a full-scale Boys & Girls Club program, with interest to begin a Boys & Girls Club of Jennings County (BGCJC) in Jennings County. Need assessments determined the best way to serve children, at the time, would be in the schools. Contact was made with Teresa Brown, JCSC Superintendent. The partnership between BGCJC and JCSC began with a pilot afterschool program. The BGCJC program was well received and attended by students beginning with 30 and quickly growing to 80 registrations by the end of the school year. JCSC began shaping plans to increase the collaboration between the school corporation and organization. During his summer check-in with each family, Graham Creek Principal, Todd Hearne shared 35 families mentioned how *much of a positive difference* BGCJC made for them.

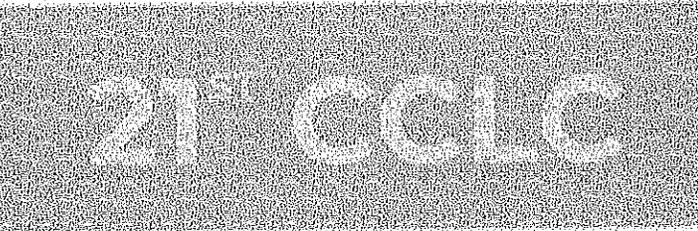
**Priority Area**

JCSC has selected Social Emotional Learning as the priority area for the 21<sup>st</sup> CCLC. Based on feedback surveys from teachers and parents, communication skills, anger management, conflict resolution, and overall behavior improvement are key areas to address in youth. JCSC discipline reports mirror the need as the majority of discipline referrals were due to physical and verbal aggression, threatening language, and disrespectful behavior.

**PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)**

- 1). New Applicant who has never received 21<sup>st</sup> CCLC funds.
- 2). Identified as a Rural and Low Income Applicant:

RLIS Local Codes: 32, 41, 42 as displayed on the FY2020 Master REAP Eligibility Spreadsheet from the Indiana Department of Education.



**NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)**

Jennings County, Indiana is home to 27,735 individuals. The median household income for Jennings County is \$49,801, 8.3% less than Indiana state average of \$54,325 and 19.6% lower than the National average of \$61,937 as 2018 Census data reports. Only 71% of household have Internet subscriptions.<sup>1</sup> For children ages 0-17, 21.9% are living in poverty in Jennings County. The Indiana state data reports 18% of children are living in poverty.<sup>2</sup> Jennings County is 376.58 square miles and has one school district: Jennings County School Corporation. JCSC has the second largest transportation budget, in Indiana, second to only Indianapolis Public Schools. The vast expanse of district geography makes transportation a key challenge for families. JCSC serves 4,187 students across six elementary schools, one middle school, and one high school. Enrollment numbers are as follows: Sand Creek Elementary 416, Scipio Elementary 316, Graham Creek Elementary 272, Hayden Elementary 293, Brush Creek Elementary 363, and North Vernon Elementary 677.

**Students Achievement Data -Data collected from 2019 end of school year**

	Sand Creek	Scipio	Graham Creek	Hayden	Brush Creek	North Vernon	IN State Average
<b>ELA Proficiency</b>	38.3%	41%	47.8%	37.9%	42%	47.8%	<b>48.9%</b>
<b>Math Proficiency</b>	56.3%	52%	49.7%	47.8%	47.3%	49.7%	<b>48.7%</b>
<b>Science</b>	27.6%	36.4%	42.9%	42.5%	51.6%	42.6%	<b>35.9%</b>
<b>Social Studies</b>	42.9%	51.5%	28.2%	43.5%	37.2%	43%	<b>44.1%</b>

**Student Demographic Data-Data collected from 2019-2020 school year**

	Sand Creek	Scipio	Graham Creek	Hayden	Brush Creek	North Vernon
<b>Free &amp; Reduced Rate</b>	79.1%	61.1%	55.7%	54.2%	68.1%	<b>62.9%</b>
<b>Minority</b>	12%	7.4%	4.1%	6%	4.5%	<b>13%</b>
<b>English Language Learners</b>	4.7%	.4%	0	.7%	0	<b>4.7%</b>
<b>Student with Disabilities</b>	22.4%	24.4%	18.8%	18.9%	19.4%	<b>22.4%</b>

1 [Census.gov/quickfacts/jenningscountyindiana](https://www.census.gov/quickfacts/jenningscountyindiana)

2 Indiana Youth Institute 2020 Indiana Kids Count Data Book Jennings County



# JENNINGS COUNTY

**Student Behavioral Data- Data collected 2019-2020 school year.**

	Sand Creek	Scipio	Graham Creek	Hayden	Brush Creek	North Vernon
# of Students Suspended	17	17	10	4	19	66
# of Students with More than 10 Unexcused Absences	15	4	3	2	3	11
# of Students Absent More Than 10% of School Year	33	24	19	8	12	38
# of Disciplinary Referrals	380	187	93	50	148	654
Attendance Rate	93.99%	96%	95.87%	96.85%	95.84%	95.73%

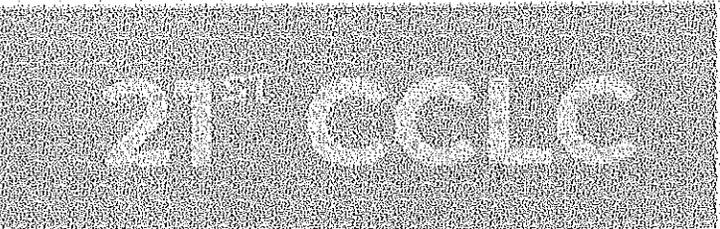
- Jennings County reports 52.9% of high school graduates enrolling in college compared to 63% statewide in Indiana.<sup>3</sup>

### Current Programming

An ongoing challenge for families in Jennings County is the lack of consistent and affordable out-of-school programming. No out-of-school programs exist for the remaining three elementary schools. Last year was the pilot program for Graham Creek and Hayden Elementary schools. A privately-operated program, Latch-Key, is the only option at only three of six JCSC elementary schools. Latch-key is a fee-based program requiring \$25 weekly payment for the hours of 3pm-5pm and a total of \$50 is using 5am-8am services. Latch-Key is only open when schools are in session. There is zero access to programs during school breaks or summer vacation.

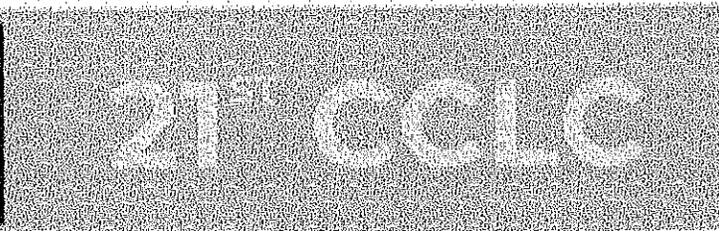
Extracurricular programs have been in constant flux for various reasons. Funding available for the programs, qualified adult staff, and transportation in an expansive district have all impacted out-of-school programs. For students attending Graham Creek, Brush Creek, Sand Creek, and Scipio, their bus ride home from school is an average of 45 minutes. JCSC Transportation Director, Warren Lucas reported the furthest route for a county student is 22 miles from their residence. Transportation is a major factor in serving children in Jennings County. Community led programs suffer similar fate. Jennings County Youth Football Association is a fee-based football team for grades K-6<sup>th</sup>. The costs range from \$35-\$75/student for the season. Jennings County Parks & Recreations offers wrestling at a cost.

<sup>3</sup> Indiana Youth Institute 2020 Indiana Kids Count Data Book Jennings County



**21 CCLC Grant will Enhance/Expand Current Available Out-of School Time**

School Name/Grades Served	Current Programs	Expansion & Enhancement of Programs. (services, time, days, and # of students)
<b>Sand Creek, Grades K-6</b>	Only consistent Program Athletics: Archery Club 4th-6 <sup>th</sup> only. Soccer and basketball. For 5th-6 <sup>th</sup> only.	Students will be offered programs in 6 core areas including academic support, healthy lifestyles, arts, fitness/sports, character & leadership development, and social & emotional learning. M-F, 3:30pm-6pm during the school year, 180 days. Full day programming is available during school sanctioned breaks such as spring break and winter break. M-F, 6:30am-5:30pm. Propose to serve 30 students. Summer at North Vernon Elementary or at Boys & Girls Club of Seymour.
<b>Scipio, Grades K-6</b>	Only consistent Program Athletics: Archery Club 4th-6 <sup>th</sup> only. Soccer and basketball For 5th-6 <sup>th</sup> only Latch-Key, K-6	Students will be offered programs in 6 core areas including academic support, healthy lifestyles, arts, fitness/sports, character & leadership development, and social & emotional learning. M-F, 3:30pm-6pm during the school year, 180 days. Full day programming is available during school sanctioned breaks such as spring break and winter break. M-F, 6:30am-5:30pm. Propose to serve 30 students. Summer at North Vernon Elementary or at Boys & Girls Club of Seymour.
<b>Graham Creek, Grades K-6</b>	Only consistent Program Athletics: Archery Club 4th-6 <sup>th</sup> only. Soccer and basketball For 5th-6 <sup>th</sup> only.	Students will be offered programs in 6 core areas including academic support, healthy lifestyles, arts, fitness/sports, character & leadership development, and social & emotional learning. M-F, 3:30pm-6pm during the school year, 180 days. Full day programming is available during school sanctioned breaks such as spring break and winter break. M-F, 6:30am-5:30pm. Propose to serve 30 students. Summer at North Vernon Elementary or at Boys & Girls Club of Seymour.



**Cont. Grant will Enhance/Expand Current Available Out-of School Time**

School Name/Grades Served	Current Programs	Expansion & Enhancement of Programs. (services, time, days, and # of students)
<b>Hayden, Grades K-6</b>	Only consistent Program Athletics: Archery Club 4th-6 <sup>th</sup> only. Soccer and basketball For 5th-6 <sup>th</sup> only	Students will be offered programs in 6 core areas including academic support, healthy lifestyles, arts, fitness/sports, character & leadership development, and social & emotional learning. M-F, 3:30pm-6pm during the school year, 180 days. Full day programming is available during school sanctioned breaks such as spring break and winter break. M-F, 6:30am-5:30pm. Propose to serve 30 students. Summer at North Vernon Elementary or at Boys & Girls Club of Seymour.
<b>Brush Creek, Grades K-6</b>	Only consistent Program Athletics: Archery Club 4th-6 <sup>th</sup> only. Soccer and basketball. For 5th-6 <sup>th</sup> only Latch-Key K-6 <sup>th</sup> .	Students will be offered programs in 6 core areas including academic support, healthy lifestyles, arts, fitness/sports, character & leadership development, and social & emotional learning. M-F, 3:30pm-6pm during the school year, 180 days. Full day programming is available during school sanctioned breaks such as spring break and winter break. M-F, 6:30am-5:30pm. Propose to serve 30 students. Summer at North Vernon Elementary or at Boys & Girls Club of Seymour.
<b>North Vernon, Grades K-6</b>	Only consistent Program Athletics: Archery Club 4th-6 <sup>th</sup> only. Soccer and basketball For 5th-6 <sup>th</sup> only. Latch-Key K-6 <sup>th</sup> .	Students will be offered programs in 6 core areas including academic support, healthy lifestyles, arts, fitness/sports, character & leadership development, and social & emotional learning. M-F, 3pm-6pm during the school year, 180 days. Full day programming is available during school sanctioned breaks such as spring break and winter break. M-F, 6:30am-5:30pm. Propose to serve 50 students during the school year. Propose to serve 75 elementary students district wide in the Summer.

**Identified Needs**

Consistent feedback from youth and families is the lack of affordable and diverse programs and activities available. Residents of Jennings County have very little access to out-of-school programs for youth and families. Jennings County is ranked 3<sup>rd</sup> in the state for Students Receiving Reduced Price Lunch at 11.8%, the state average is 7.5%.<sup>2</sup> Surveys were administered by JCSC in June 2020 to students, parents, and teachers seeking what areas need to be addressed in the community.



BGCJC Executive Director, Ryon Wheeler met with Principals, Vice-Principals, and Guidance Counselors from each elementary school to further advance the assessment process. School improvement plans were shared and reviewed. The overarching themes discovered through surveys and leadership collaboration to support a 97% attendance rate, development of various programs in the elementary school that are consistent, affordable and offer transportation for students, focus on the mental health of students and families, offer free events for families in Jennings County.

In summary, a gap exists in affordable family enrichment activities, family focused programs, access to affordable and consistent youth activities including tutoring/mentoring. Most crucially, there is virtually no available Emotional/Social Learning (SEL) supports available in out-of-school time. SEL is linked to student gains in positive classroom behavior, lower drug use, improved attitudes about self and others, and school.<sup>4</sup> In Jennings County, 32% of families are single parent. Both single mothers and single fathers tend to face greater barriers to providing economic stability for their children.<sup>5</sup>

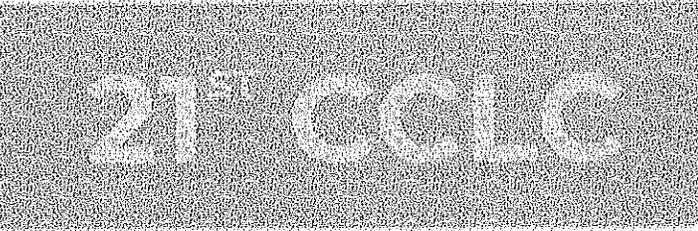
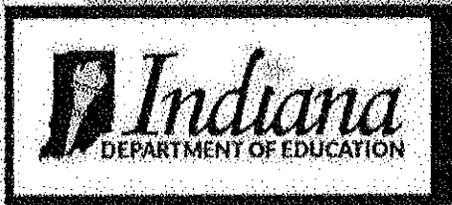
## **PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)**

### **Project Collaboration**

JCSC will provide the facility and student technology hardware for the out-of-school program as an in-kind donation. JCSC will also provide access to on-line practice and assessment tools of Star Reading and Star Mathematics through their licensing agreements with Star Assessment Renaissance Learning. Star Assessments are the supplemental online resources used by JCSC teachers in the classroom.

BGCJC as a co-applicant will be facilitating the development of partnerships. To further enrich our program, BGCJC will contract with Christopher & Associates Evaluations and Counseling Center, Inc. (Christopher & Assoc.) Christopher & Assoc. is the area's most called upon resource for outpatient mental health therapy and psychological evaluations for children, adolescents, and adults.

The partnership with BGCJC allows access to Academic Achievement and Student Behavior resources by offering more than 25 programs in Academic Support, STEM, the arts, financial literacy, technology, character building, drug and alcohol prevention, community service, nutrition and fitness, music, and college and career exploration. BGCJC also supports family engagement by providing a family-friendly environment and programing approach conducive to helping parents increase engagement in student learning and achievement. BGCJC will manage transportation through contracted employees for students with transportation restrictions.



Four featured programs included in the program design are available as a result of the affiliation BGCJC has as a Boys & Girls Club of America (BGCA) chapter. \$3,611 are the annual dues paid by BGCJC for BGCA programs and resources. BGCA programs are nationally piloted and only released after meticulous review and validated by third party organizations to ensure alignment with strong positive youth development outcomes. BGCA programs will be taught by senior BGCJC senior staff. BGCJC will also be responsible for staff hiring, training, and professional development.

Our liaison will be owner, Dr. Jill Christopher, a Licensed Clinical Psychologist specializing in psychological evaluations for children and adults with development, learning, behavioral, emotional and autism spectrum disorders.

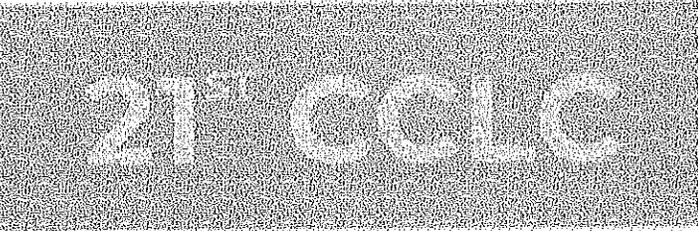
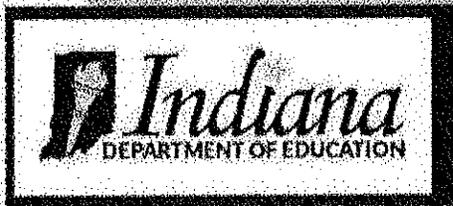
Christopher & Assoc. will offer staff development training, on-site coaching, lead parent workshops, and family engagement events (relationship building).

Therapeutic intervention for children will focus on establishing appropriate responses to anger, anxiety, and depression, active listening skills, working in a group as a team, and coach 21<sup>st</sup> CCLC staff on how to engage with children who have experienced trauma and/or have developmental trauma. This partnership will be to support the SEL priority area as well as improve student behavior.

BGCJC will partner with Southern Indiana Hispanic Services, Inc. (SIHS). Founded in 2008, SIHS is an organization providing area counties, including Jennings County, with interpretation, translation, and referrals for Spanish speaking residents to lessen the language and cultural barriers. Translators from SIHS will be available during 21<sup>st</sup> CCLC hosted workshops designed to increase the knowledge of academics and e-learning in the home for families. A SIHS translator will also be available in person to assist with the completion of school forms at the beginning of the school year. All documents dispersed from the BGCJC 21<sup>st</sup> CCLC program will be available in English and Spanish. This partnership will support our English Language Learners as well as increase family involvement for Spanish speaking families.

Jackson County Learning Center (JCLC) will partner with the 21<sup>st</sup> CCLC program to co-host a parent workshop at North Vernon Elementary open for all 21<sup>st</sup> CCLC families. JCLC is an educational and workforce support center offering joint services with Ivy Tech, Indiana Wesleyan University, and Indiana University Purdue University Columbus for continuing education. Based on the parent survey, *55% of parents desire additional information regarding College Applications and Financial Aid*. JCLC will provide information and resources on application completion and financial options for post-secondary education. SIHS translator will be present during this workshop to aid ELL families and offer additional support.

Representatives from all partnering agencies will also serve on the 21<sup>st</sup> CCLC Advisory Council.



### **Identifying Partners**

(JCSC) and (BGCJC) conducted community asset mapping to determine what partners would be best suited to address the areas of need that surfaced during parent, teacher, and youth assessments. Each partner was interviewed and selected based on their breadth of knowledge in their designated fields, ability to bring programs to a rural area, flexibility and understanding of working with youth and families. Christopher & Assoc.'s team of mental health professionals and BGCJS staff collaborated to develop the SEL curriculum and parent workshops for the 21<sup>st</sup> CCLC program.

### **Volunteers**

For the 21<sup>st</sup> CCLC program, all volunteers will complete a background check before interacting with youth participants. Current and new volunteers will be oriented to the goals of the program and how their roles support Academic Achievement, Improve Student Behavior, and Family Involvement as mentors, to teach special skills or hobbies, reading coaches, and assist with family events. Volunteers are recruited via social media, local civic groups, and community volunteer fairs, and newspaper publications.

## **PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)**

### **Recruitment Criteria**

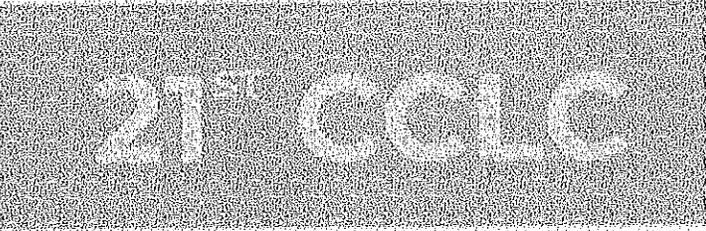
Boys & Girls Club of Jennings County (BGCJC) staff will work with teachers and counselors from JCSC's six elementary schools (**Sand Creek, Scipio, Graham Creek, Hayden, Brush Creek, and North Vernon Elementary schools**) to identify students most in need of additional support. Based off of school administered assessments and ISTEP+ scores, students will be selected for the program. Parents will be encouraged to make referrals on behalf of their children for additional resources provided by the 21<sup>st</sup> CCLC program.

### **Community Data**

Jennings County is notably close in proximity to Interstate 65. I-65 has been identified by law enforcement as a major pipeline for drug trafficking. Center for Disease Control included Jennings County in their 2018 Top 220 Most Vulnerable Counties & Jurisdictions Experiencing or At-Risk of Outbreaks of HIV due to injection drug use.<sup>6</sup> Counties along I-65 are at a higher risk of a penetration of opioids. Jennings County is also located off of Highway 50, an East/West route known to be used for drug trafficking by local law enforcement. Jennings County Drug & Alcohol Task Force Comprehensive Plan reports in 2018, 99 drug related calls were answered by Emergency Medical Services. 22 opioid arrest and 17 non-fatal overdoses were logged by North Vernon Police Department. St. Vincent Jennings Hospital administered 360 doses of Narcan in 2017.<sup>7</sup>

6 Van Handel MM, Rose CE, Hallisey EJ, et. al. County-Level Vulnerability Assessment for Rapid Dissemination of HIV or HCV Infections Among Persons Who Inject Drugs, United States. *J Acquir Immune Defic Syndr*. 2016 Nov 1;73(3): 323-331

7 [http://www.state.in.us/cji/files/G\\_Jennings\\_CCP.pdf](http://www.state.in.us/cji/files/G_Jennings_CCP.pdf)



Environment factors such as the proximity to drug activity and trafficking paired with poverty (21.9% of Jennings County youth ages 0-17 are living in poverty) demonstrate the need for youth to have a safe place to be in the out-of-school hours where caring adult professionals work to improve their academic achievement and overall success.

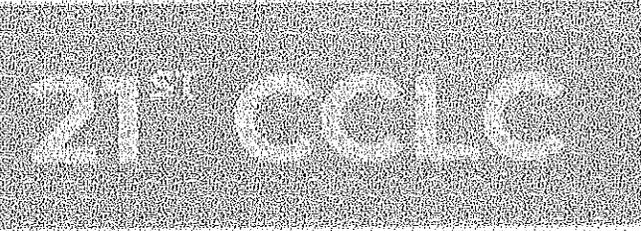
### **Parental Involvement**

Feedback provided by JCSC's parent survey indicated parents desire to increase knowledge in *what their child is learning in school* (89.4% of parents), *College Applications and Financial Aid* (55% of parents), and would like to *participate in Family Activity Nights* (83% of parents). Therefore, BGCJC will host a town hall meeting, each semester, for all families in order to observe first-hand the program results as well as meet key program staff. For the 21<sup>st</sup> CCLC program, all volunteers will complete a background check before interacting with youth participants as well as 21<sup>st</sup> CCLC activities hosted by 21<sup>st</sup> CCLC Program Director and Site Supervisors to share school day teaching methods, Indiana State Standards means for their child's grade level, and ways parents can plug in to the elementary schools. At Sand Creek Elementary and North Vernon Elementary an event to assist with school form completion will be held at the beginning of the school year.

A translator will be present at the beginning of the school year event. BGCJC will actively seek parent/guardian volunteers to enhance activities and increase engagement, including parental involvement in the Advisory Council. We will co-host a financial aid and college application info night with Jackson County Learning Center admissions officer. We will also offer bi-annual family fun nights.

### **Snack & Meals Distribution**

Snack will be acquired through The Indiana Alliance of Boys & Girls Clubs & Adult Care Food Program (CACFP) and Summer Food Service Program (SFSP). Snack will be distributed daily by BGCJC staff. Lunch will be served during school breaks and summer program.

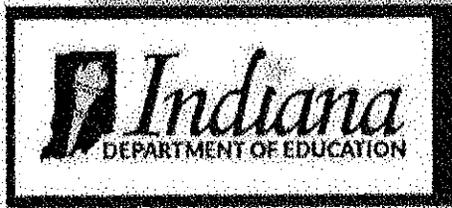


**Schedule -Weekly, 4 hrs a day/20 hrs a week Sand Creek**

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30am-8am	Breakfast & Positive Action				
3:00pm-4:00pm	Snack Youth Development- <i>Triple Play</i>				
4:00pm-4:30pm	<i>Tutoring</i>	<i>Tutoring</i>	<i>Tutoring</i>	<i>Tutoring</i>	<i>Tutoring</i>
4:30pm-5:00pm	Youth Development- <i>Tutoring</i> Project Learn Torch Club	Youth Development- <i>Tutoring</i> Project Learn SMART Girls	Youth Development- <i>Tutoring</i> Project Learn Small P.A.R.T.S	Youth Development- <i>Tutoring</i> Project Learn Passport to Manhood	Project Learn Youth Development- <i>Healthy Lifestyles</i>
5:00pm-5:30pm *5:30pm Student Bus Departs	Youth Development- <i>Arts/Character &amp; Leadership Dev.</i> Positive Action (SEL)	Youth Development- <i>Arts/Character &amp; Leadership Dev.</i> Positive Action (SEL)	Youth Development- <i>Arts/Character &amp; Leadership Dev.</i> Positive Action (SEL)	Youth Development- <i>Arts/Character &amp; Leadership Dev.</i> Positive Action (SEL)	Youth Development- <i>Arts/Character &amp; Leadership Dev.</i> Positive Action (SEL)

**Schedule -Weekly, 4 hrs a day/20 hrs a week Scipio**

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30am-8am	Breakfast & Positive Action	Breakfast & Positive Action	Breakfast & Positive Action	Breakfast & Positive Action	Breakfast & Positive Action
3:00pm-4:00pm	Snack Youth Development- <i>Triple Play</i>	Snack Youth Development- <i>Triple Play</i>	Snack Youth Development- <i>Triple Play</i>	Snack Youth Development- <i>Triple Play</i>	Snack Youth Development- <i>Triple Play</i>
4:00pm-4:30pm	<i>Tutoring</i>	<i>Tutoring</i>	<i>Tutoring</i>	<i>Tutoring</i>	<i>Tutoring</i>
4:30pm-5:00pm	Youth Development- <i>Tutoring</i> Project Learn Torch Club	Youth Development- <i>Tutoring</i> Project Learn SMART Girls	Youth Development- <i>Tutoring</i> Project Learn Small P.A.R.T.S	Youth Development- <i>Tutoring</i> Project Learn Passport to Manhood	Project Learn Youth Development- <i>Healthy Lifestyles</i>
5:00pm-5:30pm	Youth Development- <i>Arts/Character</i>	Youth Development- <i>Arts/Character</i>	Youth Development- <i>Arts/Character</i>	Youth Development- <i>Arts/Character</i>	Youth Development- <i>Arts/Character</i>



# Graham Creek

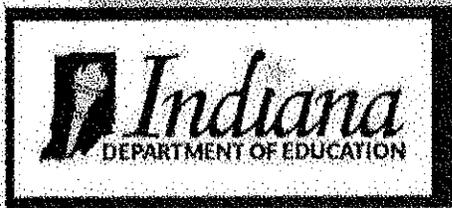
*5:30pm Student Bus Departs	& Leadership Dev. Positive Action (SEL)	& Leadership Dev. Positive Action (SEL)	& Leadership Dev. Positive Action (SEL)	& Leadership Dev. Positive Action (SEL)	& Leadership Dev. Positive Action (SEL)
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### Schedule -Weekly, 4 hrs a day/20 hrs a week Graham Creek

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30am- 8am	Breakfast & Positive Action				
3:00pm- 4:00pm	Snack Youth Development- <i>Triple Play</i>	Snack Youth Development- <i>Triple Play</i>	Snack Youth Development- <i>Triple Play</i>	Snack Youth Development- <i>Triple Play</i>	Snack  Youth Development- <i>Triple Play</i>
4:00pm- 4:30pm	Youth Development- <i>Tutoring</i> Project Learn Torch Club	Youth Development- <i>Tutoring</i> Project Learn SMART Girls	Youth Development- <i>Tutoring</i> Project Learn Small P.A.R.T.S	Youth Development- <i>Tutoring</i> Project Learn Passport to Manhood	Project Learn Youth Development- <i>Healthy</i> <i>Lifestyles</i>
4:30pm- 5:00pm	Youth Development- <i>Arts/Character</i> & Leadership Dev. Positive Action (SEL)	Youth Development- <i>Arts/Character</i> & Leadership Dev. Positive Action (SEL)	Youth Development- <i>Arts/Character</i> & Leadership Dev. Positive Action (SEL)	Youth Development- <i>Arts/Character</i> & Leadership Dev. Positive Action (SEL)	Youth Development- <i>Arts/Character</i> & Leadership Dev. Positive Action (SEL)
5:00pm- 5:30pm *5:30pm Student Bus Departs	Youth Development- <i>Healthy</i> <i>Lifestyles</i>	Youth Development- <i>Healthy</i> <i>Lifestyles</i>	Youth Development- <i>Healthy</i> <i>Lifestyles</i>	Youth Development- <i>Healthy</i> <i>Lifestyles</i>	Youth Development- <i>Healthy</i> <i>Lifestyles</i>

### Schedule -Weekly, 4 hrs a day/20 hrs a week Hayden

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30am- 8am	Breakfast & Positive Action				
3:30pm- 4:00pm	Snack Youth Development- <i>Triple Play</i>				

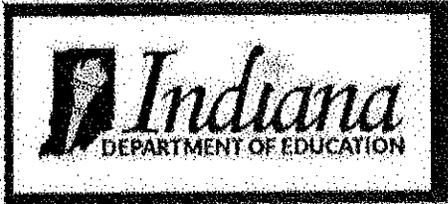


# 2019-2020

4:00pm-4:30pm	<i>Tutoring</i>	<i>Tutoring</i>	<i>Tutoring</i>	<i>Tutoring</i>	<i>Tutoring</i>
4:30pm-5:00pm	Youth Development- <i>Tutoring</i> Project Learn Torch Club	Youth Development- <i>Tutoring</i> Project Learn SMART Girls	Youth Development- <i>Tutoring</i> Project Learn Small P.A.R.T.S	Youth Development- <i>Tutoring</i> Project Learn Passport to Manhood	Project Learn Youth Development- <i>Healthy Lifestyles</i>
5:00pm-5:30pm *5:30pm Student Bus Departs	Youth Development- <i>Arts/Character &amp; Leadership Dev.</i> Positive Action (SEL)				

## Schedule -Weekly, 4 hrs a day/20 hrs a week Brush Creek

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30am-8am	Breakfast & Positive Action				
3:30pm-4:00pm	Snack Youth Development- <i>Triple Play</i>				
4:00pm-4:30pm	<i>Tutoring</i>	<i>Tutoring</i>	<i>Tutoring</i>	<i>Tutoring</i>	<i>Tutoring</i>
4:30pm-5:00pm	Youth Development- <i>Tutoring</i> Project Learn Torch Club	Youth Development- <i>Tutoring</i> Project Learn SMART Girls	Youth Development- <i>Tutoring</i> Project Learn Small P.A.R.T.S	Youth Development- <i>Tutoring</i> Project Learn Passport to Manhood	Project Learn Youth Development- <i>Healthy Lifestyles</i>
5:00pm-5:30pm *5:30pm Student Bus Departs	Youth Development- <i>Arts/Character &amp; Leadership Dev.</i> Positive Action (SEL)				



**Schedule -Weekly, 4 hrs a day/20 hrs a week North Vernon**

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30am-8am	Breakfast & Positive Action				
3:00pm-4:00pm	Snack Youth Development- <i>Triple Play</i>				
4:00-4:30pm	Youth Development- <i>Tutoring</i> Project Learn Torch Club	Youth Development- <i>Tutoring</i> Project Learn SMART Girls	Youth Development- <i>Tutoring</i> Project Learn Small P.A.R.T.S	Youth Development- <i>Tutoring</i> Project Learn Passport to Manhood	Project Learn Youth Development- <i>Healthy</i> <i>Lifestyles</i>
4:30pm-5:00pm	Youth Development- <i>Arts/Character</i> <i>&amp; Leadership</i> <i>Dev.</i> Positive Action (SEL)	Youth Development- <i>Arts/Character</i> <i>&amp; Leadership</i> <i>Dev.</i> Positive Action (SEL)	Youth Development- <i>Arts/Character</i> <i>&amp; Leadership</i> <i>Dev.</i> Positive Action (SEL)	Youth Development- <i>Arts/Character</i> <i>&amp; Leadership</i> <i>Dev.</i> Positive Action (SEL)	Youth Development- <i>Arts/Character</i> <i>&amp; Leadership</i> <i>Dev.</i> Positive Action (SEL)
5:00pm-5:30pm *5:30pm Student Bus Departs	Youth Development- <i>Healthy</i> <i>Lifestyles</i>	Youth Development- <i>Healthy</i> <i>Lifestyles</i>	Youth Development- <i>Healthy</i> <i>Lifestyles</i>	Youth Development- <i>Healthy</i> <i>Lifestyles</i>	Youth Development- <i>Healthy</i> <i>Lifestyles</i>

**Schedule-Winter Break X 3 weeks, 11 hrs a day/55 hrs a week/165 hrs for Sand Creek, Scipio, Graham Creek, Hayden, Brush Creek, and North Vernon students. Hosted at North Vernon Elementary school.**

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30am-7am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7am-8am	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>
8am-9am	Youth Development- <i>Healthy</i> <i>Lifestyles</i>	Youth Development- <i>Healthy</i> <i>Lifestyles</i>	Youth Development- <i>Healthy</i> <i>Lifestyles</i>	Youth Development- <i>Healthy</i> <i>Lifestyles</i>	Youth Development- <i>Healthy</i> <i>Lifestyles</i>

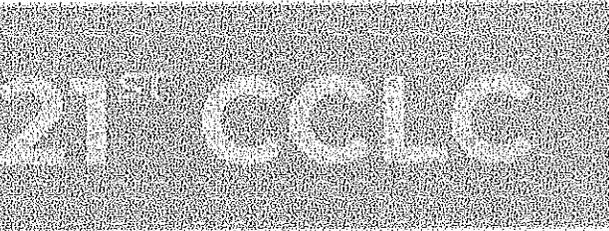


# SCHEDULE

9am-10am	Youth Development- <i>Triple Play</i>				
10am-11am	Youth Development- <i>Character &amp; Leadership Dev</i>	Youth Development- <i>Character &amp; Leadership Dev.</i>	Youth Development- <i>Character &amp; Leadership Dev</i>	Youth Development- <i>Character &amp; Leadership Dev.</i>	Youth Development- <i>Character &amp; Leadership Dev</i>
11:30am	Lunch	Lunch	Lunch	Lunch	Lunch
12:00pm-1:00pm	Project Learn				
1:00pm-2:00pm	Youth Development- <i>Triple Play</i> Positive Action (SEL)				
2:00pm-3:30pm	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn				
3:30pm	Snack	Snack	Snack	Snack	Snack
4:00pm-5:30pm *5:30pm Student Bus Departs	Youth Development- <i>Arts</i>				

**Schedule- Spring Break, 11 hrs a day/55 hrs a week for Spring Break for Sand Creek, Scipio, Graham Creek, Hayden, Brush Creek, and North Vernon students. Hosted at North Vernon Elementary school.**

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30am-7am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7am-8am	Youth Development- <i>Arts</i>				
8am-9am	Youth Development- <i>Healthy Lifestyles</i>				
11:30am	Lunch	Lunch	Lunch	Lunch	Lunch

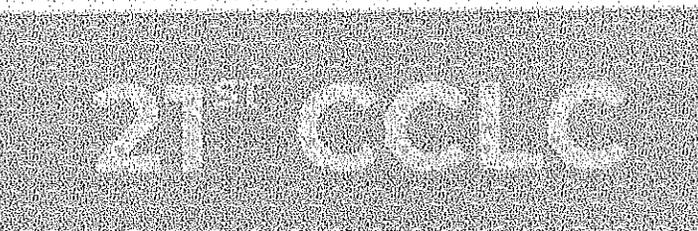
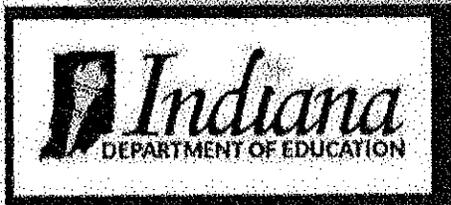


12:00pm-1:00pm	Project Learn				
1:00pm-2:00pm	Youth Development- <i>Triple Play</i> Positive Action (SEL)				
2:00pm-3:30pm	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn
3:30pm	Snack	Snack	Snack	Snack	Snack
4:00pm-5:30pm *5:30pm Student Bus Departs	Youth Development- <i>Arts</i>				

**Schedule-Summer X 9 weeks, 11 hrs a day/55 hrs a week/495 hrs for Sand Creek, Scipio, Graham Creek, Hayden, Brush Creek, and North Vernon students.**

**Hosted at North Vernon Elementary school.**

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30am-7am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7am-8am	Youth Development- <i>Arts</i>				
8am-9am	Youth Development- <i>Healthy Lifestyles</i> Project Learn				
9:30am	Snack	Snack	Snack	Snack	Snack
9am-10am	Youth Development- <i>Reading</i>				
10am-11am	Youth Development- <i>Triple Play</i>				
11:30am	Lunch	Lunch	Lunch	Lunch	Lunch
12:30pm-1:00pm	Youth Development-				



	<i>Triple Play Positive Action (SEL)</i>				
1:00pm-2:00pm	Youth Development- <i>Character &amp; Leadership Dev.</i>				
2:00pm-3:30pm	Youth Development- <i>Arts Project Learn</i>				
3:30pm	Snack	Snack	Snack	Snack	Snack
4:00pm-5:30pm *5pm Student Bus Departs	Youth Development- <i>Triple Play</i>				

**Alignment to Standards**

Indiana Academic Standards:

*Academic Achievement*-Project Learn, Youth Development, Tutoring Reading/Language Arts

- Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight K.RF.4.4, 1.RF.4.4, 2.RF.4.4, 3.RF.4.4, 4.RF.4.4, 5.RF.4.4.
- Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connoted comprehension at the independent level K.RF.5, 1.RF.5, 2.RF.5, 3.RF.5, 4.RF.5, 5.RF.5, 6.RN.1.
- Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary K.RV.1, 1.RV.1, 2.RV.1, 3.RV.1, 4.RV.1, 5.RV.1, 6.RV.1.

Math

- Number Sense: K.NS.2, 1.NS., 2.NS.4, 2.NS.7, 3.NS.2, 4.NS.2,4.NS.9, 5.NS.1
- Computation and Algebraic Thinking: K.CA.1, 1.CA.4, 2.CA.1, 3.C.6, 4.C.4, 5.AT.6, 6.C.6
- Geometry: K.G.3, 1.G.1, 2.G.1, 2.G.2, 3.G, 4.G.4, 5.G.1, 5.G.2
- Measurements:1.M.1, 2.M.1, 2.M.7, 3.M.4, 6.GM.2
- Data Analysis: 1.DA, 2.DA.1,4.DA.1, 4.DA.3, 5.DS.1, 5.DS.2, 6.DS.2

**Indiana Afterschool Standards:**

Standard 4: Staff interact with all children and youth to help them learn.

*Improve Student Behavior:*



## SMART SCLC

### **Torch Club, SMART Girls, Small P.A.R.T.S., Passport to Manhood, Youth Development**

#### **Indiana Academic Standards:**

##### **Small P.A.R.T.S**

- Actively engage in group reading activities with purpose and understanding (K.RL.2)
- Identify and sort pictures of objects into categories (K.RV.2.2)
- Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks (K.SL.2.3)
- Give, restate, and follow simple two-step directions (K.SL.4.3)

#### **Indiana Afterschool Standards:**

Standard 1: Staff relate to all children and youth in positive ways.

Standard 4: Staff interact with all children and youth to help them learn.

Standard 5: Staff use positive techniques to guide behavior of children and youth.

#### **Alignment with School Improvement Plan:**

All six JCSC elementary schools have a goal of 97% or above attendance rate.

JCSC's discipline reports show the most frequent reason for occurrences are Physical Aggression, Verbal Aggression/Inappropriate Language, Threats/Intimidation, and Disrespect to an Adult. 1,892 occurrences were reported in 2020 across all JCSC elementary schools.

#### ***Increase Family Involvement***

##### **Indiana Afterschool Standards:**

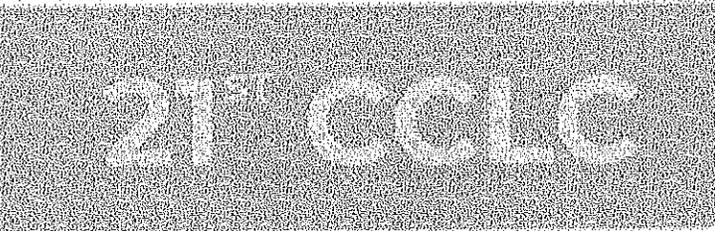
Standard 8: Staff support families' involvement in the program.

#### **Alignment with School Improvement Plan:**

JCSC will increase parent involvement. "Parental involvement and engagement in education matters now more than ever because it's in decline. In 2016, research showed a drop in parents who believe that intimate parent-teacher communication is effective. Parents now prefer remote methods of communication, like online student portals, and they are less likely to attend parent-teacher conferences or school activities. This shift is sudden and concerning due to what it means for parent engagement."<sup>8</sup>

Practices in alignment with Indiana Afterschool Standards 30, 31, and 32.

<sup>8</sup> [www.waterford.org/education/how-parent-involvement-leads-to-student-success/](http://www.waterford.org/education/how-parent-involvement-leads-to-student-success/)



**Staff Recruitment and Retention**

JCSC is dedicated to hiring highly qualified teachers. BGCJC will follow suit and prioritizes the hiring of teachers already familiar with JCSC culture and expectations. Successful applicants will be matched with positions that will allow them to exhibit their strengths in youth mentoring, academic support, and relationship building. Once hired, new employees participate in orientation.

The 21st CCLC program requirements, goals and objectives will be discussed. Expectations, rules, policies and other matters from the first day of employment will also be presented.

Staff will be equipped with HR information, company policies and procedures manuals, and instructions on how to access online BGCA tools and apps, and other information to make their first days successful. Staff will meet weekly to discuss successes and challenges in meeting student needs. Staff evaluations with their supervisor will be held yearly to set goals for both improvement and professional growth.

BGCJC will prioritize job applicants who are fluent in languages spoken by our youth and families. We work to develop a diverse staff rich in race, ethnicity, age, and socio-economic background that is open and accepting of students from all backgrounds. Employment positions will be posted on JCSC website, BGCA.org/careers, indeed.com, and other local platforms.

Staff are encouraged to offer input on program enhancement and utilize their personal talents to enrich the 21<sup>st</sup> CCLC environment. A collaborative and creative culture will aid in job satisfaction translating into retention. Offering competitive wages is also vital to employee retention.

**Staff Positions**

Program Director (1)	\$50,000 Annual Salary
Site Supervisors (6)	\$15.00/hour for 25 hours a week
Youth Development Professionals (18)	\$12.00-\$15.00/hour for 15 hours a week

**EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)**

JCSC has not applied to be a 21<sup>st</sup> CCLC in the past, however with steady school district enrollment numbers (only a 1% range of change from 2016-2019) and our community's increasing need for stable programming, we partnered with BGCJC with great success during the 2019-2020 school year. Our partnership was an out-of-school program at Hayden Elementary and Graham Creek Elementary. The out-of-school program quickly gained in popularity and regular attendance increased to an average of 30 students at each school. Top attendance records show up to 80 non duplicated youth participated. Our 21<sup>st</sup> CCLC partnership to include all six JCSC elementary schools will recruit 200 Jennings County youth. Boys & Girls Club programs excel at meeting youth needs by offering programming that appeals to their interest, staff understanding the importance of meaningful relationships, and creating a welcoming environment in which all youth feel welcome and have a sense of belonging.



## 21<sup>st</sup> CCLC

By dedicating 1-1 1/2 hours of out-of-school time every day to tutoring, the students will be supported with individualized and small group academic attention in areas where they need the most assistance. The ongoing communication between JCSC and BGCJC staff will ensure the student's individual learning style is known and the proper teaching method is being used to keep consistency from school day learning to out-of-school time support.

Families have shared through the Parent Survey, that 21<sup>st</sup> CCLC provided transportation home would lessen the transportation barrier which results in low participation in any afterschool program. This would support regular attendance.

### **PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)**

\*Table of Objectives, Activities, Performance Measures and Assessment Strategies are included for each site, not included in the 5 page maximum narrative.

### **Evidence Based Programming**

The programs outlined have been selected to directly address academic and social and emotional deficits indicated in recent needs assessments.

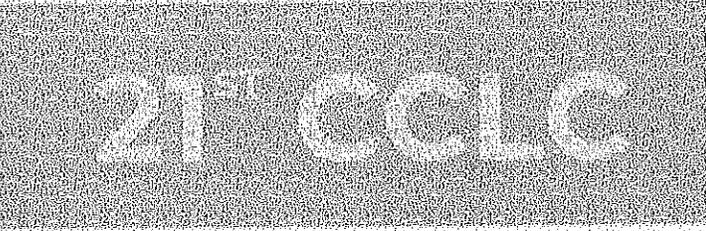
**Youth Development-Triple Play<sup>9</sup>**: Triple Play is a comprehensive health and wellness program developed in collaboration with the US Department of Health & Human Services. Triple Play features three components:

Healthy Habits

Fitness Challenges

Social Recreation

<sup>9</sup> Gambone, Michelle, et al. (2009) Promoting Healthy Lifestyles: The Impact of Triple Play on Healthy Eating, Exercise Patterns, and Developmental Outcomes. Youth Development Strategies, Inc



**Project Learn-Grades K-6, Objectives: 1.1, 1.2**

Overview: Project Learn is an evidence-based and research-based afterschool learning strategy designed to build and reinforce academic skills. Project Learn features five components: Homework Help and Tutoring; High Yield Activities; School Day Collaboration; Parental Involvement; and Students Incentives/Recognition. High Yield Learning Activities are intentionally designed to provide students with afterschool learning experiences that are hands-on, interactive and linked to specific academic skills.

**Research Basis:** Project Learn is based on the research of Reginald Clark, who found that there is a positive relationship between academic achievement and the amount of out-of-school time that youth spend engaged in high-yield learning activities.

**Research Evidence:** An evaluation of Project Learn was conducted by Columbia University, using a quasi-experimental design with comparison groups. The evaluation documented the following improvements in Project Learn participants: improved verbal and writing skills; increased enjoyment and engagement in reading; and improved grades in reading, spelling, history, science, and social studies.<sup>10</sup>

Project Learn is an evidence-based program featured in the OJJDP Model Programs Guide.

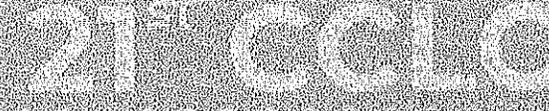
**Positive Action-Grades K-6, Objectives: 2.1, 2.3**

Overview: Positive Action is an evidence-based educational program that increases student engagement in learning and develops positive behavioral skills. For each grade level, the program utilizes an age-appropriate series of interactive lessons that empower students to identify and choose actions that help them achieve their goals and be responsible community members.

**Research Basis:** The research basis of Positive Action examines how the physical, intellectual, social, and emotional domains of the whole child interact with the different environments that child is in: school, family, and community. Those environments influence the way that students see themselves, how they perform academically, and how they behave.

**Research Evidence:** The Positive Action program has been evaluated extensively, demonstrating positive outcomes in numerous areas, including academic achievement, behavior, and family cohesion. Positive Action is rated an Effective Program by four evidence-based program registries, including the US Department of Education's What Works Clearinghouse, which found the extent of evidence for the program's efficacy to be moderate to large.

<sup>10</sup> Clark Reginald. (2002) Building Student Achievement: In-School and Out-of-School Factors. Policy Issues, North Central Regional Educational Laboratory, Issue



### **Star Reading -Grades 1-6, Objective: 1.1**

Overview: Star Reading is an online guide in literacy growth for K–6 grade students in English and Spanish. Students will be allowed additional time to utilize the on-line program during out of school time to improve their literacy skills. The interactive program advances based on the individuals progress.

Research Basis: Star Reading Enterprise content is aligned to curriculum standards at the state and national levels—including the Common Core State Standards.

Aligned with IREAD 3 & ISTEP+.

Utilized by JCSC as a supplemental program in Language Arts and Reading.

Highly rated by National Center on Intensive Intervention for academic screening and progress monitoring.

### **Star Math-Grades K-6, Objective 1.2**

Overview: Star Math is an online guide in mathematical concepts. Students will be allowed additional time to utilize the on-line program during out of school time to improve their mathematic skills. The interactive program advances based on the individuals progress.

Research Basis: Star Math is aligned to curriculum standards at the state level for ISTEP+

Utilized by JCSC as a supplemental program in Mathematics.

Highly rated by National Center on Intensive Intervention for academic screening and progress monitoring.

## **Research Based Programming**

### **Youth Development-Grades K-6, Objective: 2.1**

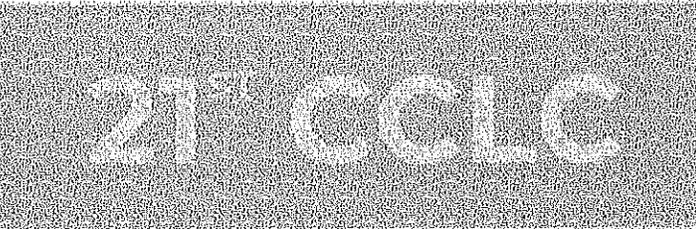
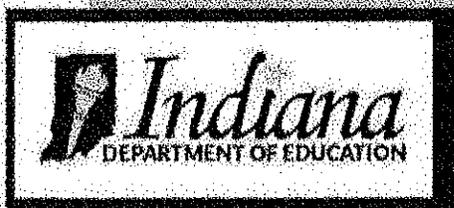
Overview: Youth development as implemented by Boys & Girls Clubs is grounded in five research-based components: a safe, positive environment; activities that are fun and engaging; supportive relationships with adults; opportunities for skill development; and recognition of growth and achievement.<sup>12</sup>

Youth Development-The Arts<sup>12</sup>: Students participate in activities in visual arts and creative writing to support the development of self-expression and creative thinking skills.

Youth Development-Healthy Lifestyles: Students engages youth in nutrition education and cooking activities.

Youth Development-Character & Leadership Development<sup>12</sup>: Student work to develop skills to resist participation in bullying, fighting, and violence. Hone leaderships skills through peer interactions and staff role modeling.

<sup>12</sup> Mannes, M., Lewis, S., & Streit, K. (2005). Deepening Impact through Quality Youth Development Strategies and Practices: Final Report. Minneapolis, MN.



### **Torch Club-Grade 5 & 6, Objective: 2.2**

Overview: Torch Club provides opportunities for leadership and service experience, with students developing their group decision-making skills as they plan and implement a community service project.

**Research Basis:** Research supports the use of community service programs as a tool in promoting intellectual, social, and psychological outcomes in youth.<sup>12</sup>

Torch Club is an Every Student Succeeds Act, Evidence Level 4.

### **Passport to Manhood-Grades 5 & 6 males, Objective: 2.3**

Overview: Passport to Manhood is a life skills program that guides boys and young men in navigating the transition to healthy and responsible adulthood.

**Research Basis:** Passport to Manhood is based on research related to the cognitive, social and emotional development of adolescent boys, particularly as it relates to the development of positive values and a healthy identity.<sup>13</sup>

### **SMART Girls- Grades 5 & 6 females, Objective: 2.3**

Overview: SMART Girls is a life skills program that guides girls and young women in navigating the transition to healthy and responsible adulthood.

**Research Basis:** SMART Girls gives girls the space, support and tools to navigate adolescence, and to emerge as strong, healthy young adults.

**SMART Girls is an Every Student Succeeds Act Evidence Level 4.**

### **E-Learning Workshops -Grades K-6 Families, Objective: 3.1**

Overview: A co-facilitated workshop between JCSC technology staff and 21<sup>st</sup> CCLC Program Director, topic addressed to include internet access, technology troubleshooting, utilizing online resources, and basic Question & Answer forum.

**Research Basis:** Afterschool and summer programs can play a vital role in facilitating connections, both within the program to other families and outside the program to schools and other community institutions. This role is emerging as particularly important for 21st Century Community Learning Centers, which have the opportunity to support a more holistic approach to education—one that requires afterschool programs, schools, and families to partner to provide expanded opportunities for learning throughout a longer learning day and across the entire calendar year.<sup>14</sup>

12 Mannes, M., Lewis, S., & Streit, K. (2005). Deepening Impact through Quality Youth Development Strategies and Practices: Final Report. Minneapolis, MN. Search Institute

13 McLean, K., et al. (2010) Constructing the Self in Early, Middle and Late Adolescent Boys: Narrative Identity, Individuation, and Well-Being. *Journal of Research on Adolescence*, Vol. 20.

14 S. Bouffard, H. Westmoreland, K. O'Carroll & P. Little. (2011) *Engaging Families in Out-of-School-Time Programs*. Information Age Publishing, NC.14 [studentsatthecenterhub.org/resource/harvard-family-research-project](http://studentsatthecenterhub.org/resource/harvard-family-research-project)

21st Century Community Learning Centers  
Performance Measures

**Jennings County 21st CCLC**

Graham Creek Elementary

**Category 1: Academic Outcomes**

1. **REQUIRED:** Provide one ELA grade measure and one math grade measure per grading scale. (up to 4 measures)

2. Choose 2 additional measures from the following Focus Areas:

**Focus Area: Academic Achievement**

[Grade Measure 1] 70% of regular participants will maintain a letter grade of 'B' or better, or increase their percentile math grade by 4% from fall to spring.

[Grade Measure 2] 70% of regular participants will maintain a letter grade of 'B' or better, or increase their percentile E/LA grade by 4% from fall to spring.

45% of regular participant will maintain a STAR E/LA assessment Grade Equivalent (GE) score at or above their grade level, or improve their GE score by at least one full point by the end of the school year.

25% of regular participant will maintain a STAR math assessment Grade Equivalent (GE) score at or above their grade level, or improve their GE score by at least one full point by the end of the school year.

**Focus Area: Academic Habits**

**Category 2: Social/Behavioral Outcomes**

Choose 2 measures from the following Focus Areas. You must include measures in at least 2 Focus Areas

**Focus Area: Healthy Choices**

72% of participants who complete the Positive Action program will demonstrate making healthier choices by improving their score from pre to post on the Positive Action survey. Collected at the end of program session. \*

**Focus Area: Social/Emotional Learning**

72% of participants in the club's character development programming (Small Parts; Passport to Manhood; Smart Girls; Torch Club) will demonstrate positive character development by improving their score from pre to post on the respective program-provided survey. Collected at the end of program session. \*

**Focus Area: In-School or Afterschool Behavior**

60% of regular participants will either improve classroom behavior or show no need to improve on the annual teacher survey.\*

**Focus Area: College and Career Readiness**

**Category 3: Family Engagement Outcomes**

Choose 2 measures from the following Focus Areas

**Focus Area: Involvement in Student's Education at Home**

60% of parents/guardians will indicate that participating in club workshops improved their ability to support their child academically on workshop exit surveys.

**Focus Area: Involvement with Student's School**

60% of parents/guardians will indicate that participating in the town hall events improved their ability to participate in a school/club/family collaboration in support of their child's education.

**21st Century Community Learning Centers**

**Performance Measures**

**Jennings County 21st CCLC**

**Scipio Elementary**

**Category 1: Academic Outcomes**

- 1. **REQUIRED:** Provide one ELA grade measure and one math grade measure per grading scale (up to 4 measures)
- 2. Choose 2 additional measures from the following Focus Areas:

**Focus Area: Academic Achievement**

[Grade Measure 1] 70% of regular participants will maintain a letter grade of 'B' or better, or increase their percentile math grade by 4% from fall to spring.

[Grade Measure 2] 70% of regular participants will maintain a letter grade of 'B' or better, or increase their percentile E/LA grade by 4% from fall to spring.

45% of regular participant will maintain a STAR E/LA assessment Grade Equivalent (GE) score at or above their grade level, or improve their GE score by at least one full point by the end of the school year.

45% of regular participant will maintain a STAR math assessment Grade Equivalent (GE) score at or above their grade level, or improve their GE score by at least one full point by the end of the school year.

**Focus Area: Academic Habits**

**Category 2: Social/Behavioral Outcomes**

- Choose 2-4 measures from the following Focus Areas. You must include measures in at least 2 Focus Areas.

**Focus Area: Healthy Choices**

72% of participants who complete the Positive Action program will demonstrate making healthier choices by improving their score from pre to post on the Positive Action survey. Collected at the end of program session.\*

**Focus Area: Social/Emotional Learning**

72% of participants in the club's character development programming (Small Parts; Passport to Manhood; Smart Girls; Torch Club) will demonstrate positive character development by improving their score from pre to post on the respective program-provided survey. Collected at the end of program session. \*

**Focus Area: In-School or Afterschool Behavior**

60% of regular participants will either improve classroom behavior or show no need to improve on the annual teacher survey.\*

**Focus Area: College and Career Readiness**

**Category 3: Family Engagement Outcomes**

- Choose 2 measures from the following Focus Areas:

**Focus Area: Involvement in Student's Education at Home**

60% of parents/guardians will indicate that participating in club workshops improved their ability to support their child academically on workshop exit surveys.

**Focus Area: Involvement with Student's School**

60% of parents/guardians will indicate that participating in the town hall events improved their ability to participate in a school/club/family collaboration in support of their child's education.

21st Century Community Learning Centers  
Performance Measures

**Jennings County 21st CCLC**

Sand Creek Elementary

**Category 1: Academic Outcomes**

1. **REQUIRED:** Provide one ELA grade measure and one math grade measure per grading scale. (up to 4 measures.)
2. Choose 2 additional measures from the following Focus Areas:

**Focus Area: Academic Achievement**

[Grade Measure 1] 70% of regular participants will maintain a letter grade of 'B' or better, or increase their percentile math grade by 4% from fall to spring.

[Grade Measure 2] 70% of regular participants will maintain a letter grade of 'B' or better, or increase their percentile E/LA grade by 4% from fall to spring.

55% of regular participant will maintain a STAR E/LA assessment Grade Equivalent (GE) score at or above their grade level, or improve their GE score by at least one full point by the end of the school year.

65% of regular participant will maintain a STAR math assessment Grade Equivalent (GE) score at or above their grade level, or improve their GE score by at least one full point by the end of the school year.

**Focus Area: Academic Habits**

**Category 2: Social/Behavioral Outcomes**

1. Choose 2-4 measures from the following Focus Areas. You must include measures in at least 2 Focus Areas.

**Focus Area: Healthy Choices**

72% of participants who complete the Positive Action program will demonstrate making healthier choices by improving their score from pre to post on the Positive Action survey. Collected at the end of program session. \*

**Focus Area: Social/Emotional Learning**

72% of participants in the club's character development programming (Small Parts; Passport to Manhood; Smart Girls; Torch Club) will demonstrate positive character development by improving their score from pre to post on the respective program-provided survey. Collected at the end of program session.\*

**Focus Area: In-School or Afterschool Behavior**

60% of regular participants will either improve classroom behavior or show no need to improve on the annual teacher survey.\*

**Focus Area: College and Career Readiness**

**Category 3: Family Engagement Outcomes**

1. Choose 2 measures from the following Focus Areas:

**Focus Area: Involvement in Student's Education at Home**

60% of parents/guardians will indicate that participating in club workshops improved their ability to support their child academically on workshop exit surveys.

**Focus Area: Involvement with Student's School**

60% of parents/guardians will indicate that participating in the town hall events improved their ability to participate in a school/club/family collaboration in support of their child's education.

**21st Century Community Learning Centers  
Performance Measures**

**Jennings County 21st CCLC**

North Vernon Elementary

**Category 1: Academic Outcomes**

1. **REQUIRED:** Provide one ELA grade measure and one math grade measure per grading scale (up to 4 measures)
2. Choose 2 additional measures from the following Focus Areas:

**Focus Area: Academic Achievement**

[Grade Measure 1] 70% of regular participants will maintain a letter grade of 'B' or better, or increase their percentile math grade by 4% from fall to spring.

[Grade Measure 2] 70% of regular participants will maintain a letter grade of 'B' or better, or increase their percentile E/LA grade by 4% from fall to spring.

55% of regular participant will maintain a STAR E/LA assessment Grade Equivalent (GE) score at or above their grade level, or improve their GE score by at least one full point by the end of the school year.

35% of regular participant will maintain a STAR math assessment Grade Equivalent (GE) score at or above their grade level, or improve their GE score by at least one full point by the end of the school year.

**Focus Area: Academic Habits**

**Category 2: Social/Behavioral Outcomes**

- Choose 2-4 measures from the following Focus Areas. You must include measures in at least 2 Focus Areas.

**Focus Area: Healthy Choices**

72% of participants who complete the Positive Action program will demonstrate making healthier choices by improving their score from pre to post on the Positive Action survey. Collected at the end of program session.\*

**Focus Area: Social/Emotional Learning**

72% of participants in the club's character development programming (Small Parts; Passport to Manhood; Smart Girls; Torch Club) will demonstrate positive character development by improving their score from pre to post on the respective program-provided survey. Collected at the end of program session.\*

**Focus Area: In-School or Afterschool Behavior**

60% of regular participants will either improve classroom behavior or show no need to improve on the annual teacher survey.\*

**Focus Area: College and Career Readiness**

**Category 3: Family Engagement Outcomes**

- Choose 2 measures from the following Focus Areas:

**Focus Area: Involvement in Student's Education at Home**

60% of parents/guardians will indicate that participating in club workshops improved their ability to support their child academically on workshop exit surveys.

**Focus Area: Involvement with Student's School**

60% of parents/guardians will indicate that participating in the town hall events improved their ability to participate in a school/club/family collaboration in support of their child's education.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick  
Superintendent of Public Instruction

*Working Together for Student Success*

21st Century Community Learning Centers  
Performance Measures

Jennings County 21st CCLC

Hayden Elementary

Category 1: Academic Outcomes

1. REQUIRED: Provide one ELA grade measure and one math grade measure per grading scale. (up to 4 measures)

2. Choose 2 additional measures from the following Focus Areas:

Focus Area: Academic Achievement

[Grade Measure 1] 70% of regular participants will maintain a letter grade of 'B' or better, or increase their percentile math grade by 4% from fall to spring.

[Grade Measure 2] 70% of regular participants will maintain a letter grade of 'B' or better, or increase their percentile E/LA grade by 4% from fall to spring.

35% of regular participant will maintain a STAR E/LA assessment Grade Equivalent (GE) score at or above their grade level, or improve their GE score by at least one full point by the end of the school year.

25% of regular participant will maintain a STAR math assessment Grade Equivalent (GE) score at or above their grade level, or improve their GE score by at least one full point by the end of the school year.

Focus Area: Academic Habits

Category 2: Social/Behavioral Outcomes

Choose 2-4 measures from the following Focus Areas. You must include measures in at least 2 Focus Areas.

Focus Area: Healthy Choices

72% of participants who complete the Positive Action program will demonstrate making healthier choices by improving their score from pre to post on the Positive Action survey. Collected at the end of program session. \*

Focus Area: Social/Emotional Learning

72% of participants in the club's character development programming (Small Parts; Passport to Manhood; Smart Girls; Torch Club) will demonstrate positive character development by improving their score from pre to post on the respective program-provided survey. Collected at the end of program session. \*

Focus Area: In-School or Afterschool Behavior

60% of regular participants will either improve classroom behavior or show no need to improve on the annual teacher survey.\*

Focus Area: College and Career Readiness

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

60% of parents/guardians will indicate that participating in club workshops improved their ability to support their child academically on workshop exit surveys.

Focus Area: Involvement with Student's School

60% of parents/guardians will indicate that participating in the town hall events improved their ability to participate in a school/club/family collaboration in support of their child's education.

**21st Century Community Learning Centers  
Performance Measures**

**Jennings County 21st CCLC**

**Brush Creek Elementary**

**Category 1: Academic Outcomes**

1. **REQUIRED:** Provide one ELA grade measure and one math grade measure per grading scale (up to 4 measures)

2. Choose 2 additional measures from the following Focus Areas:

**Focus Area: Academic Achievement**

[Grade Measure 1] 70% of regular participants will maintain a letter grade of 'B' or better, or increase their percentile math grade by 4% from fall to spring.

[Grade Measure 2] 70% of regular participants will maintain a letter grade of 'B' or better, or increase their percentile E/LA grade by 4% from fall to spring.

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**Focus Area: Academic Habits**

**Category 2: Social/Behavioral Outcomes**

Choose 2-4 measures from the following Focus Areas. You must include measures in at least 2 Focus Areas.

**Focus Area: Healthy Choices**

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**Focus Area: Social/Emotional Learning**

72% of participants in the club's character development programming (Small Parts; Passport to Manhood; Smart Girls; Torch Club) will demonstrate positive character development by improving their score from pre to post on the respective program-provided survey. Collected at the end of program session.\*

**Focus Area: In-School or Afterschool Behavior**

60% of regular participants will either improve classroom behavior or show no need to improve on the annual teacher survey.\*

**Focus Area: College and Career Readiness**

**Category 3: Family Engagement Outcomes**

Choose 2 measures from the following Focus Areas:

**Focus Area: Involvement in Student's Education at Home**

60% of parents/guardians will indicate that participating in club workshops improved their ability to support their child academically on workshop exit surveys.

**Focus Area: Involvement with Student's School**

60% of parents/guardians will indicate that participating in the town hall events improved their ability to participate in a school/club/family collaboration in support of their child's education.



### **Family Enrichment Nights-Grades K-6 Families, Objective: 3.2**

Overview: BGCJC will host two events focused on serving the family as a unit. Offering free enrichment opportunities in the areas of art, fitness, and academics, in a safe and familiar environment. Family Enrichment Nights will be co-facilitated with Christopher & Associates, Inc.

**Research Basis:** According to a meta-analysis by the Harvard Family Research Project, parental involvement is associated with higher student achievement outcomes. Two of the patterns that emerged from the findings were that the facets of parental involvement that required a large investment of time, such as reading and communicating with one's child, and the more subtle aspects of parental involvement, such as parental style and expectations, had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as having household rules, and parental attendance and participation at school functions.<sup>14</sup>

### **Enrichment Programming**

#### **Small P.A.R.T.S. (Pee Wees Are Ready To Start)- Grade K, Objective: 2.3**

Overview: Small P.A.R.T.S. is a program where young people will learn the basics of life skills. Tying shoes, knowing personal address, knowing phone number, classroom communication skills, and other essential life skills. Small P.A.R.T.S. helps fill the gaps left between home and school, when it comes to the knowledge of basic life skills/knowledge. Also, the program will serve as a safe haven for kindergarteners to get acclimated to school expectations and the new environment

### **PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)**

A detailed communication plan ensures objectives are clear, expectations are met, and stakeholders are kept abreast of the program outcomes and positive implications for the community as a whole.

Student report cards, attendance, and reading and math assessment results will be shared with BGCJC 21<sup>st</sup> CCLC Program Director by Todd Ebinger, Director of Elementary Programs for JCSC. Data will be shared when results of standardized testing are released to the school.

Program attendance will be shared by 21<sup>st</sup> CCLC Site Supervisors to school Principals monthly as well as an update of current projects and upcoming programs/activities. Site Supervisors will discuss with Principals how to best align school day objectives and share the feedback with 21<sup>st</sup> CCLC staff. BGCJC Executive Director, Ryon Wheeler, will share attendance data and an overview of program operations with SCJC Superintendent, Teresa Brown, at the end of the Fall and Spring semesters.

14 S. Bouffard, H. Westmoreland, K. O'Carroll & P. Little. (2011) Engaging Families in Out-of-School-Time Programs. Information Age Publishing, NC.14  
studentsatthecenterhub.org/resource/harvard-family-research-project



## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

<b>Program Name</b>	Jennings County 21 <sup>st</sup> CCLC
<b>Program Director</b>	Todd Ebinger
<b>Dates of Implementation</b>	July 1, 2021-July 31, 2022

If relevant to your program, include training provided by other funding (Title funds, grant-funded, etc.) as well as any school-day training that is applicable in the afterschool program. Do not include IDOE 21<sup>st</sup> CCLC required trainings.

Training Name	Provider	Training Objective	Impact/Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What Funds Were Used to Pay for Training?	Date of Training	CCLC Alignment (If applicable)
CPR/AED Training	CPR Education	Learn Adult, Child, Infant CPR as well as the use of an AED	Improves the critical assistance time to help save a SCA victim	Youth Development 18 Site Supervisors 6 Program Director 1	6	\$1,625	BGCJC	August 2021	Health & Safety
Lead Like Your Hair is on Fire: Unlocking the Secret to Student Engagement	Indiana Afterschool Network (ULEAD)	Operate an engaging program to recruit and maintain program participants	Discover the mindset, process, and tools needed for dynamic student engagement	Site Supervisors 6 Program Director 1	2	0	BGCJC	Summer 2021	Program Planning & Activity Planning
Digital Content and Virtual Learning	JCSC	Increase the knowledge of e-learning techniques and procedures	Knowledge of e-learning practices of staff to assist students and parents	Youth Development 6	2	0	JCSC	Fall 2021	
Program Basics	Boys & Girls Club of America	Teach movement philosophy on guidance/discipline/c communications, safety	Staff have tools to implement programs and manage a group of students	Youth Development 18 Site Supervisors 6	4	0	BGCJC	August 2021 January 2022	Foundational Knowledge Behavior Guidance



**IDOE 21<sup>st</sup> CCLC Program Professional Development Plan**

Social-Emotional Coaching	Christopher and Associates, Inc.	Improve Social-Emotional skill set in staff	Incorporate SEL strategies in all areas of programs	Youth Development 18 Site Supervisors 6 Program Director 1	2 Trainings Ongoing coaching	\$7,500	21 <sup>st</sup> CCLC	2021-2022	Counseling Skills Behavior Guidance
Boys & Girls Club of America National Conference	Boys & Girls Clubs of America	Improve team dynamics Improve team communication skills	Improved efficiency of program operations	Executive Director 1 Program Director 1	18	\$3,500	BGCJC	May 2022	Professionalism Awareness of the Profession
English Language Learners in out-of-school time	Youth Today	Close the ELL achievement gap and meet the social and emotional needs of ELLs	Increased knowledge of language learners and cultural impact on learning.	Youth Development 18 Site Supervisors 6	1	\$60	BGCJC	January 2022	Culture & Human Diversity
Indiana Alliance-Boys & Girls Clubs Regional Workshop	Boys & Girls Clubs of America	Improve youth development strategies, collaborate with peers, parent communications	Share best practices within the organization to improve current programs and brainstorm new programs/activities	Site Supervisors 6	8	\$190 \$160	BGCJC 21 <sup>st</sup> CCLC	October 2021	Professionalism
Child & Youth Care Certification	Indiana Afterschool Network	Nurture and expand youth development best practices	Keep up-to-date with developments in foundational and specialized areas of child and youth care practice and participate in education and training opportunities.	Program Director 1	16	\$500	BGCJC	2021-2022	Professionalism

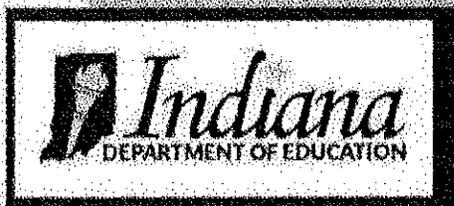


**IDOE 21<sup>st</sup> CCLC Program Professional Development Plan**

<p><b>Social &amp; Emotional Health 101: From Stress to Trauma: Supporting the Social and Emotional Needs of Youth</b></p>	<p>Indiana Youth Institute</p>	<p>Gain practical strategies youth workers can use to strengthen the emotional resilience of youth.</p>	<p>Have key knowledge on how to support the social and emotional needs of youth.  Have tools on strengthening relationships and cultivating grit.</p>	<p>Youth Development 18 Site Supervisors 6 Program Director 1</p>	<p>2</p>	<p>\$1,170</p>	<p>21<sup>st</sup> CCLC</p>	<p>August 2021</p>	<p>Relationship &amp; Communication</p>
<p><b>201: Emotionally Resilient Youth: Practical Strategies for Helping Kids Thrive</b></p>	<p>Indiana Youth Institute</p>	<p>Gain practical strategies youth workers can use to strengthen the emotional resilience of youth.</p>	<p>Have key knowledge on how to support the social and emotional needs of youth.  Have tools on strengthening relationships and cultivating grit.</p>	<p>Youth Development 18 Site Supervisors 6 Program Director 1</p>	<p>2</p>	<p>\$1,170</p>	<p>21<sup>st</sup> CCLC</p>	<p>August 2021</p>	<p>Relationship &amp; Communication</p>

**Professional Development Plan Cost: \$15,875**

<p>Total Estimated Cost</p>	<p>\$10,000 for 21<sup>st</sup> CCLC Grant</p>	<p>% of Total Budget</p>	<p>2%</p>
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## 21<sup>st</sup> CCLC

At the completion of the school year, BGCJC Executive Director Ryon Wheeler will make a presentation to the school board sharing program outcomes and testimonials.

Other stakeholders to communicate with are Jennings County Community Foundation-Cheri Massey, Economic Development-Jim Plump, Jennings County Council on Domestic Violence. It is important we share outcomes of 21<sup>st</sup> CCLC program. When resources are used to support youth to further academics and improve character/leadership, the impact goes beyond an individual child. Both economically and socially a community benefits from investing in their youth.

21<sup>st</sup> CCLC families will have the opportunity to speak with staff during in-person pickup, via email, phone, and at Town Hall meetings facilitated by 21<sup>st</sup> CCLC Program Director. Emails, social media, and in-person invitation will be used to encourage families to participate in 21<sup>st</sup> CCLC events.

### **21<sup>st</sup> CCLC Terminology**

Appropriate and consistent use of 21<sup>st</sup> CCLC verbiage and logos will be used on all program materials including print, social media, and electronic communications.

## **PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)**

### **Assessment**

All staff are trained in duties specific to their roles as youth development workers, tutors, site supervisors, and program directors. We want each staff to be comfortable in their roles and have clear expectations in serving youth. All levels of leadership are given annual performance reviews. Each staff is given the opportunity to respond and suggest plans for improvement and advancement. In addition to individual improvement/advancement plans, results from IN-QPSA and National Youth Outcome Initiative (NYOI) will be reviewed as a staff and future program adjustments will be made in staff meetings.

Training records for each employee are reviewed annually by their direct supervisors; trainings are selected to fill any observed gap, to increase subject knowledge, learn a new curriculum, or to support their advancement in overall youth development, in addition to organization wide trainings.

### **Staff Plans**

The Program Director will be trained by BGCJC Executive Director on budget management and staff management. They will also receive data entry and reporting training from Praxis. Site Supervisors will receive training in program compliance, tutoring techniques, how to communicate with parents, and staff oversight.



## 21<sup>st</sup> CCLC

Youth Development Professionals will receive training in creating and implementing high-yield activities and school day teaching methods to best align with school day procedures. All employees will engage in in-house trainings.

### **BGCJC In-house Trainings Include:**

Safety & Mandated Reporting

Program Basics (group management, engaging youth, and data reporting)

Guidance & Discipline

Training records for each employee are reviewed annually by their direct supervisors; trainings are selected to fill any observed gap, to increase subject knowledge, learn a new curriculum, or to support their advancement in overall youth development, in addition to organization wide trainings.

### **Enhancing Quality**

The 21<sup>st</sup> CCLC will hire individuals with a passion for serving youth and train them to be well versed in youth development strategies. All staff will be CPR and 1<sup>st</sup> Aid/AED certified and maintain the certification annually. Staff participate in orientation, handbook review, and will be educated in the goals and objectives of 21<sup>st</sup> CCLC.

Priority will be given in hiring certified JCSC teachers as tutors and staff.

Cross training will be available between JCSC and BGCJC 21<sup>st</sup> CCLC staff. Professional Development opportunities and subject based workshops will be open to all staff.

We know that when staff have ownership of a program and a full understanding of curriculum, students benefit greatly. Weekly staff meetings will be conducted at each site. Site Supervisors will conduct program audits bi-weekly to ensure staff are implementing the program effectively and have a complete understanding of local demographics and resources available to best serve the youth. This is to ensure programs are operating at top quality by a well prepared and equipped staff. Through one of our strongest partnerships, Christopher & Associates, Inc. counselors will provide on-site, active, and real time coaching to staff in communications and behavioral redirecting techniques. This real time coaching further support social emotional learning. Ensuring all staff are equipped with adequate and ongoing SEL professional development is essential to the SEL program implementation, sustainability, and overall effectiveness.<sup>15</sup>

<sup>15</sup> Oliver, Brandi. "Social Emotional Learning: Built Upon A Neurodevelopmental Culturally Responsive Framework". *Social-Emotional Learning Educator Toolkit*.

2018. Butler University College of Education.



## EVALUATION

### **EVALUATION (10 POINTS, 5 PAGES MAXIMUM)**

The Boys & Girls Club of Jennings County (BGCJC) will partner with Praxis Strategies and Solutions (Praxis) to complete the annual evaluation as required by the grant. Evaluation will be a collaborative effort by BGCJC and Praxis using a multi-method, multi-source evaluation protocol that includes both quantitative and qualitative data collection measures to inform both summative and formative evaluation.

The effort will nest the 21<sup>st</sup> CCLC evaluation within BGCJC's existing formative self-evaluation process and the summative evaluation process conducted by Boys & Girls Clubs of America. This approach allows for a richer picture of the program to emerge and encourages the "story" of impact to be told.

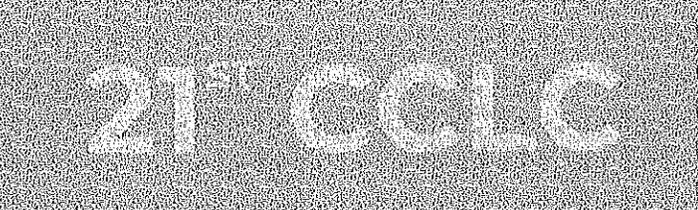
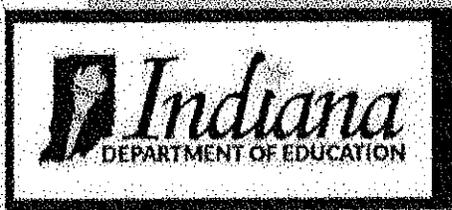
Data collected will include:

Formative data

- *Beginning-of-year meeting between Praxis and key program staff* to discuss evaluation results from the previous year, as well as program adaptations arising from the evaluation, and to establish goals and priorities for the upcoming year.
- *At least 2 site visits at each site by Praxis evaluators* per year in fall and spring, with up to 2 additional visits as needed to observe process changes based on previous evaluation findings. Sites will be rated on all relevant Indiana Afterschool Standards. Evaluators will also provide qualitative feedback on priorities identified in the BOY interview. Ratings and feedback will be provided to BGCJC in a written report within one week of the visit.
- *End-of-year interview between Praxis and key program staff* to discuss successes and lessons learned in greater depth.
- *Site Coordinators will conduct bi-weekly program audits with youth development staff* to ensure programs are administered correctly, staff are supported, and goals and objectives are being addressed.
- *Weekly staff meetings* will be conducted at each site to allow structured feedback from frontline staff. Agenda items include Average Daily Attendance, Program Attendance, Current and Upcoming Needs, Staff Support.

Summative assessment:

- *Fall and Spring semester grades, and performance on local academic assessments* in reading and math to assess student academic progress.
- *Pre/post assessments of student growth* from the club's character development programming: Smart Girls, Passport to Manhood, Positive Action, Small Parts, and Torch Club.
- *Teacher surveys* collected every spring to gauge the program's impact on student behavior and academic habits.

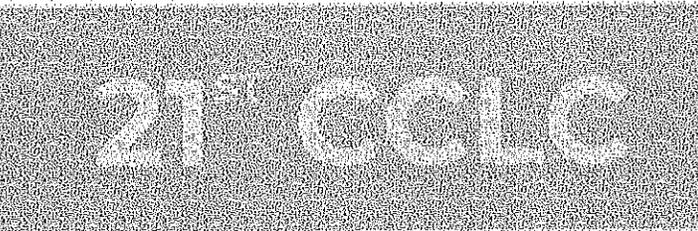
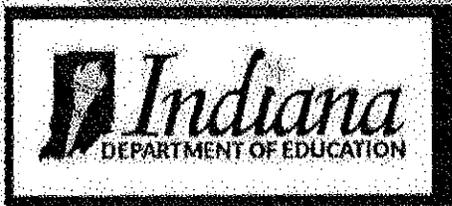


- *National Youth Outcome Initiative data (NYOI)*, which measures indicators of youth achievement in priority outcome areas, as well as participants’ perceptions of BGCJC programming.
- *Exit surveys after each parent workshop*. The content of parent workshops will be based on feedback from parents, teachers, and school administrators to serve identified areas of need, beginning with e-learning, and will provide instruction on tools families can use to support their child academically, socially, and emotionally. Exit surveys will address knowledge increases and behavioral changes regarding intent to use the tools provided.
- *Exit surveys after each town hall*. Town halls will showcase the club’s work with program participants regarding academic growth and social/emotional development. They will also highlight the connection between schools, the club, and families to promote a collaborative approach to supporting student education and development with practical guidance on how families can participate in that collaboration.
- *Parent survey* collected every spring to solicit feedback about the program, and to gauge the effectiveness of parent programming and outreach.

BGCJC will request academic and behavioral data, including grades, academic assessment scores, and school attendance from the schools as it becomes available at the end of each semester. The center will provide the schools with education record release forms signed by the students’ parents. Grades and attendance will be collected from school administrators, while required teacher surveys will be completed by teachers annually beginning in March. Surveys will be distributed via the Cayen system, with manual follow-up as needed to clear technical hurdles and ensure completion. The school administrators will work with BGCJC and Praxis to ensure teachers complete the required surveys in a timely manner.

Praxis will maintain consistent communication with BGCJC and will provide technical assistance with both data collection and data management. This close collaboration and regular feedback will allow BGCJC to address evaluation progress and next steps on an on-going basis and support continual program improvement. The following table outlines the evaluation instruments to be used. All surveys and other instruments for youth and families will be produced in English and Spanish to ensure the evaluation is inclusive of all participants.

Data collection instruments			
Type of Data to be Collected	Related Evaluation Component	When Collected	Source
Program attendance	Participation	Fall and Spring	Program records
School grades	Academic improvement	Fall and Spring	School records
Local assessment (STAR reading and math)	Academic improvement	Fall and Spring	School records
Teacher survey	Academic improvement, Behavior	Spring	State-provided Teacher survey
Workshop and Town Hall exit surveys	Family involvement	End of each session	Praxis-provided survey



Parent survey	Family involvement	Spring	Praxis-provided survey
Small Parts test data	Social/Behavioral Outcomes	Beginning and end of each session	Small Parts pre/post test
Smart girls test data	Social/Behavioral Outcomes	Beginning and end of each session	Smart girls pre/post-test
Passport to Manhood test data	Social/Behavioral Outcomes	Beginning and end of each session	Passport to Manhood pre/post-test
Positive Action test data	Social/Behavioral Outcomes	Beginning and end of each session	Positive Action pre/post-test
Site observation	Program Quality	Fall and Spring	Praxis-provided site observation protocol
IN-QPSA results	Program Quality	Spring	IN-QPSA

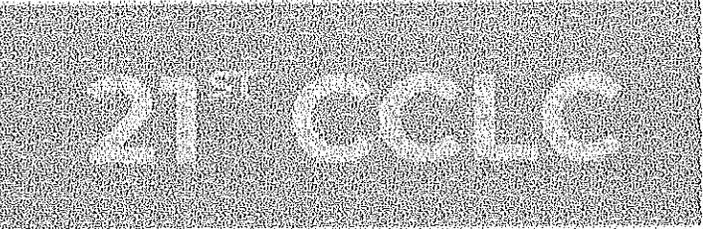
All Praxis-provided tools are updated regularly and align with the Indiana Afterschool Standards so data collected will inform both the annual evaluation as well as the IN-QPSA process. The IN-QPSA team will include key staff, participants, parents, program partners including a Praxis evaluator, and school officials.

Praxis will also conduct a mid-year data assessment to gauge the 21st CCLC’s ability to regularly collect and enter data from the programming and school. A summary of this assessment along with progress on outcomes will be reported back to the 21st CCLC shortly after the spring semester begins. The mid-year assessment will give the center an update on the progress toward program attendance and outcome goals to augment BGCJC’s internal ongoing assessments.

Formative and summative data will be used to: assess progress on meeting required performance measures; assess efficacy of the program and effectiveness of project staff at meeting participant needs; garner feedback about program successes and challenges, assess program efficiency and efficacy; and collect feedback to inform improvement of the program. Quantitative and qualitative findings will be compared to check for alignment, thereby providing support of results or indicating a need for further inquiry.

The process component of the evaluations will be utilized to improve program processes and to gauge the extent to which the 21st CCLC program: *1- aligns with school improvement plans, 2- is academically substantive, 3-assists parents to become engaged in their students' academics, college/career preparation, academic performance, and social development, 4-a highly professional operation driven by staff development, 5-achieves its self-articulated goals and objectives, and 6-utilizes effective policies & procedures to deliver service to students & parents.*

Praxis will incorporate the federal data collection requirements into the evaluation and will perform longitudinal analyses of academic data for years 2, 3, and 4 as data are available for students who attend the program multiple years. Year-over-year changes in whole-group student performance will be incorporated in each annual report to show developing trends.



BGCJC will use the annual evaluation results, ongoing feedback from Praxis, and the results of its own ongoing self-assessments to improve its program and adjust processes for maximum program efficiency and effectiveness. Careful attention to evaluation results will demonstrate accountability, as well as build a case for sustainability.

Results of the external evaluation will be combined with BGCJC's internal quality assessments through the BGCA, including the results of the National Youth Outcome Initiative and formative feedback from staff, families, and participants.

#### Disseminating evaluation results:

Evaluation results will be shared between Jennings County School Corporation and Boys & Girls Club of Jennings County. Results and program progress will be shared during the Principal and Site Coordinator meetings, occurring monthly, at each site. BGCJC Executive Director, Ryon Wheeler will share program impact at the final board meeting of the school year. Ryon Wheeler will present to community stakeholders and to Advisory Council members at scheduled quarterly meetings.

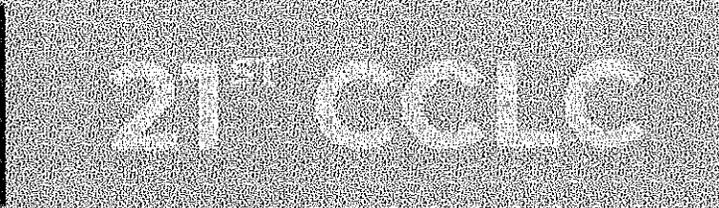
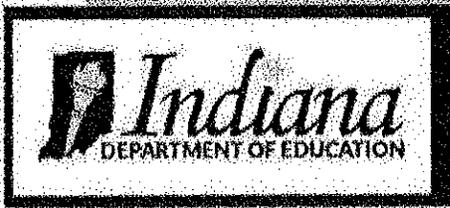
#### 2. Local Evaluator:

BGCJC has elected Praxis Strategies and Solutions (Praxis) to serve as the external evaluator. Praxis is a research and consulting firm serving clients throughout Indiana. Each Praxis consultant holds a master's degree and has at least 5 years' experience evaluating programs in education, mental health, substance abuse prevention, and youth service. Praxis also employs additional support staff to provide data management and technical assistance to ensure the club meets its data reporting requirements in a timely manner. Praxis began working with 21st CCLCs when the Indiana Youth Institute completed the first two rounds of statewide evaluations. Since then, it has conducted numerous local evaluations, including nine currently, and served as the statewide evaluator for the 21st CCLC program during the 2016-17 school year. In addition to 21st CCLCs, Praxis has long-standing relationships with many non-profit organizations and government agencies. It serves as the statewide evaluator for LEAD, an alcohol, tobacco and other drug prevention program through Geminus Corporation. It has also completed statewide evaluations of the 1003(g) and 1003(a) School Improvement Grants through the Indiana Department of Education, and the Indiana College Success Mentoring Program of the Indiana Commission for Higher Education.

#### 3. Strategies of Measurement:

##### Attendance goals:

This proposal includes a program site at each elementary school in Jennings County. The schools are relatively small, serving only a few hundred students each, and are widely distributed across the county. BGCJC conducted pilot programs at each proposed site during the 2019-20 school year. While each site served a relatively small number of youths, it represents a meaningful proportion of the student population, and the geographic distribution of the schools made consolidating sites logistically unfeasible.



The response to the pilot from families was very positive, and each site was well-attended. Attendance goals at each proposed site for this grant are based on the participation levels of the pilot program for that site.

**Academic goals:** The proposed performance measures align with program activities and school practices to provide data-driven outcomes that reflect the impact of the program's activities on participants' academic performance. Given the program's emphasis on social and emotional learning, the data collected is intended to capture a broad spectrum of factors that influence a student's academic career, and their ability to achieve a fulfilling life more generally. Targets for all academic goals were set based on whole-school achievement on standardized reading and math assessments at each feeder school. Growth measures were based on the lowest performing 25% of students at each school as this is the target population for recruitment into the program. Targets were set in consultation with teachers at the schools to ensure performance goals are ambitious, but realistic.

Grades are a composite measure of skill mastery, behavior, and compliance with in-class procedures, and so serve as a broad measure of program impact. The grade-based performance measures are designed on a "do well, or do better" model, meaning they are intended to capture both those who are consistently performing at a level typical for their grade, or are at least improving. Elementary grades in Jennings County are standard A-F grades (though they substitute a 'U' in place of the standard 'F'), with no plusses or minuses, based on percentile scores. Since there are no plusses or minuses, an improvement in grade requires up to a 10% increase in the underlying percentage score. The grade-based performance measures assess the number of students who either maintain a B average throughout the school year, or improve the underlying percentage score by at least 4%, the equivalent of a "half-grade" improvement, e.g., from a C to a C+.

STAR assessments in reading and math are skill based, and aligned with the Indiana Academic Standards, and so they serve as a more precise measure of academic growth. This is particularly important for students who are already behind grade level, as it can indicate the program's impact on the rate at which these students are able to close the gap with their peers, which is unlikely to be reflected in their grades. The performance measures based on STAR assessments are designed on the same "do well, or do better" model. A one-point increase in Grade Equivalent score represents the academic growth a typical student achieves in one school year. The performance measure assesses the number of students who score at or above grade-level, or close the gap if they are behind.

In addition, results from the annual teacher survey and NYOI data will augment the formal academic performance measures. Together with the social/behavioral performance measures, these will gauge the program's impact on participants' academic habits, prosocial behaviors, and



## 21<sup>st</sup> CCLC

social/emotional development to address non-academic factors that can affect student performance and impede learning.

### **SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)**

#### **Transportation To and From**

The 21<sup>st</sup> CCLC program will be in a designated space in each elementary school. At the end of each school day, program participants will be released from their classrooms and report to the 21<sup>st</sup> CCLC location, they will scan into the program with their membership card. At the conclusion of the program each day, students will scan out of the program and be released to parents or transported via bus. Real-time attendance is maintained through the membership database system.

#### **Needs of Working Families**

Program hours are scheduled with working families in mind. Ending at 5:30pm, program parents are able to complete their workday and arrive for in-person pick up. For students with transportation challenges, a late bus will transport the students with prior parent permission.

#### **On-site Safety**

Upon registering for the program, parents complete a release form indicating authorized persons for pickup, emergency contacts, and what means of transportation for dismissal will be needed. Students will be released for in-person dismissal with a parent/guardian signature managed by program staff. Students will be transported from the program when prearranged. At the conclusion of the school day all school doors are locked and only accessible by key fob. The 21<sup>st</sup> CCLC program area has only one point of external access for departures managed by site staff. A landline phone is also provided to each 21<sup>st</sup> CCLC site.

#### **Hiring Practices**

Potential staff are asked to submit a formal resume and complete application. Upon review the most qualified candidates will advance to the background portion of the application process. Staff receive a set of up-to-date, written safety policies and procedures reviewed by law counsel and Board of Directors. Safety items addressed include: Standard of Employee Conduct, Staff Code of Ethics, Transportation Policy, and Member Safety.

#### **Background Checks**

Each staff and volunteers must complete required background checks and safe driver verifications. Each staff must also complete an FBI fingerprint background check and will be crossed check with the National Sex Offender Registry. All records are kept in individual employee files and secured in their Boys & Girls Club of Jennings County administration office.

## **Funding Waiver Request**

Qualifications for requesting additional funds are 1). rural locale codes 32, 41, 42. 3). Program will serve more than 120 youth annually. 5). Significant transportation cost due to lack of overall transportation infrastructure in the community.

Jennings County School Corporation (JCSC) has the second largest school transportation cost in Indiana, only second to Indianapolis Public Schools. Current transportation staff report the average bus ride for students in the most rural locations is 45 minutes and 22 miles in distance.

Transportation funding is crucial to support the cost associated with transporting students from the 21<sup>st</sup> CCLC program to home. No public transportation system exists in Jennings County. Per school regulations, no student is permitted to walk home after school.

Based on transportation needs assessments provided by parents, 20% of parents reported transportation afterschool is a need to participant in any after-school event. The 21<sup>st</sup> CCLC will serve 200 students from six elementary schools and we anticipate transporting 60 students home from the program. In order to transport students home in a reasonable amount of time in a rural county spread over 376.58 square miles, each bus route will travel approximately 44 miles per day. To perform this function in a reasonable amount of time, 21<sup>st</sup> CCLC will operate two bus routes. One bus will serve the northern part of Jennings County-Brush Creek Elementary, Sand Creek Elementary, and Scipio Elementary students. The second bus route will serve the southern part of Jennings County-North Vernon Elementary, Hayden Elementary, and Graham Creek Elementary students. The routes will operate 180 days in the school year. 90 minutes are allotted for the departure and 90 minutes are allotted for the return each day.

Based off of estimations provided by JCJC Transportation Director, Warren Lucas:

### **Facts & Figures**

Fuel Cost: \$1.75/Mile

Driver Fee: \$30.00/Hour

### **Route 1**

Driver Fees per day \$30.00 /Hour X 3 Hours/per day = \$90.00

\$1.75 fuel cost/Mile X 44 Miles round trip/day =\$77.00

Total Cost to operate Route 1/day= \$167.00

### **Route 2**

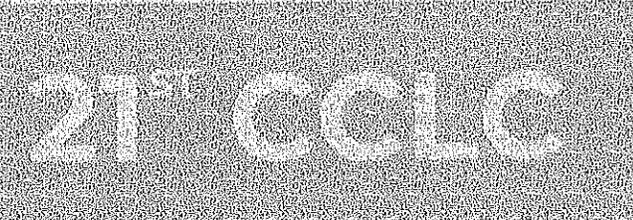
Driver Fees per day \$30.00 /Hour X 3 Hours/per day = \$90.00

\$1.75 fuel cost/Mile X 44 Miles round trip/day =\$77.00

Total Cost to operate Route 2/day= \$167.00

Total Transportation cost per day= \$334.00 X 180/days= \$60,120

\$13,500 of transportation cost is already accounted for in the 21<sup>st</sup> CCLC budget to cover 40 days of programming transportation. We seek additional support of \$46,620 to fund the remaining 140 days of program transportation cost.



## **BUDGET (15 POINTS)**

### **Funding Waiver Request**

### **PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)**

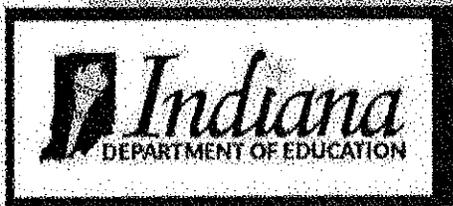
Feedback from surveys show the growing response of community stakeholders willing to welcome and support a stable out-of-school program in Jennings County. The partnership between two strong youth serving entities, Jennings County School Corporations (JCSC) and Boys & Girls Club of Jennings County (BGCJC) draws confidence from local leadership and potential future financial supporters.

JCSC will examine other forms of financial resources as well as in-kind support to further the 21<sup>st</sup> CCLC program in Jennings County. JCSC and BGCJC's main sustainability focus will be to increase the support from local businesses and various foundations. Targeting funders who have a strong desire to support youth in academics as well as increasing overall social emotional health will be the key strategy to secure additional funding after year one.

In the first year of the 21<sup>st</sup> CCLC, program leadership will focus on developing a sustainability plan for the program, and building the capacity and infrastructure of the program to support growth and long-term success. This work will be the responsibility of BGCJC staff and of the Advisory Council. Members of the Advisory Council will be a powerful resource in identifying a wide variety of potential funding streams. BGCJC Executive Director Ryon Wheeler will coach Advisory Council members on best practices in Resource Development/Sustainability to equip council members as community ambassadors for the 21<sup>st</sup> CCLC program. Advisory Council members will share the goals and objectives of the 21<sup>st</sup> CCLC program with community leaders and the positive impact on Jennings County for the purpose of raising awareness of the program in the community and identifying local supporters and funders. Year one:

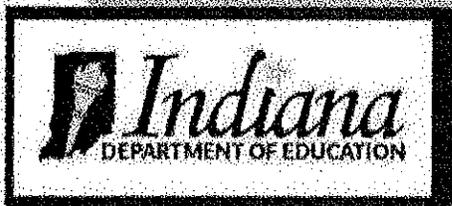
- Advisory Council meets quarterly in 2021-2022. Resource Development/Sustainability is a priority for the Council.
- Establish 3 partnerships for future in-kind support and begin establishing rapport.
- Contact Jennings County Chamber of Commerce to determine alignment of missions between businesses and 21<sup>st</sup> CCLC program goals.

After Year One of the program, the Advisory Council will share assessment data from the 21<sup>st</sup> CCLC program to showcase our successes and progress to increase support from individual donors, foundations, and local businesses. The data will be a huge asset when the Council begins to pursue grants from Jennings County Community Foundation, Children's Bureau Inc., and other youth focused foundations. In addition, BGCJC will seek to enter the 21<sup>st</sup> CCLC program in the Jennings County United Way funding cycle. Additionally, 21<sup>st</sup> CCLC program leadership will present to local civic groups to broaden the funding stream.



## 21<sup>st</sup> CCLC

We anticipate that we will see a reduction in overhead and supply costs associated with launching a 21<sup>st</sup> CCLC from the ground up. The projected increase in in-kind donations and repurposed supplies will lessen expenses. In similar fashion, as professional development and curriculum education are made a priority, lead program staff will be well versed to train additional staff without the additional cost associated with external experts and consultants.



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## APPLICATION CHECKLIST

Section	Point Value	Maximum Page Limit
Completed Cover Page	2.5	N/A
Signed Assurances	2.5	N/A
Completed MOU(s)	2.5	N/A
Completed Appendix 3 form	2.5	N/A
Project Abstract	2.5	2
Program Qualification	5	2
Priority Points	5	1
Need for Project	10	7
Partnerships	5	3
Program Design	15	10
Evidence of Previous Success	7.5	5
Program Implementation	15	5
Program Communication	5	2
Professional Development	10	5
Evaluation	10	5
Safety and Transportation	5	3
Budget	15	N/A
Program Stability	2.5	2
Application Organization	2.5	N/A
<b>Total</b>	<b>125</b>	<b>52</b>